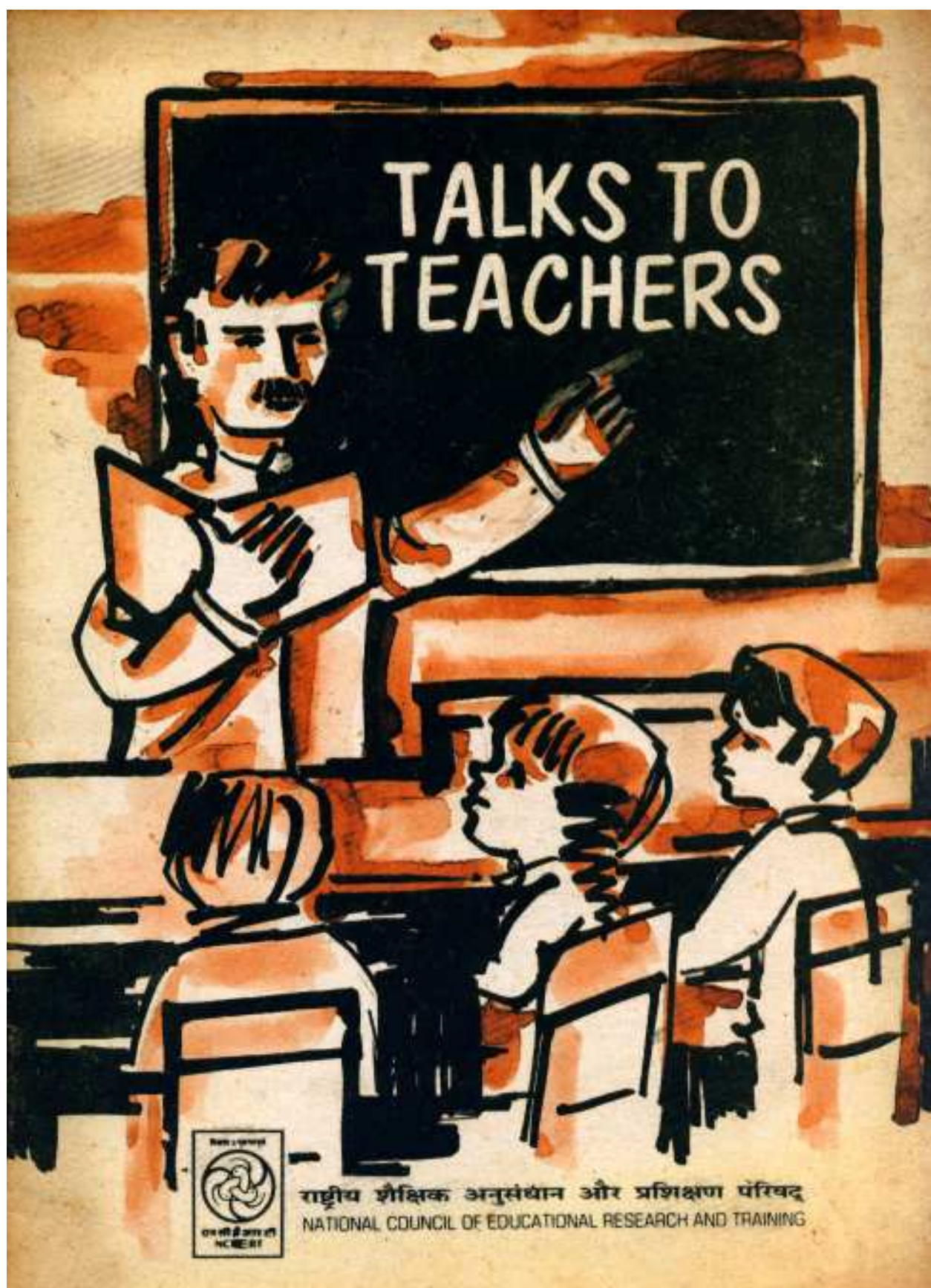




TALKS TO TEACHERS

MARIAM KOSIY



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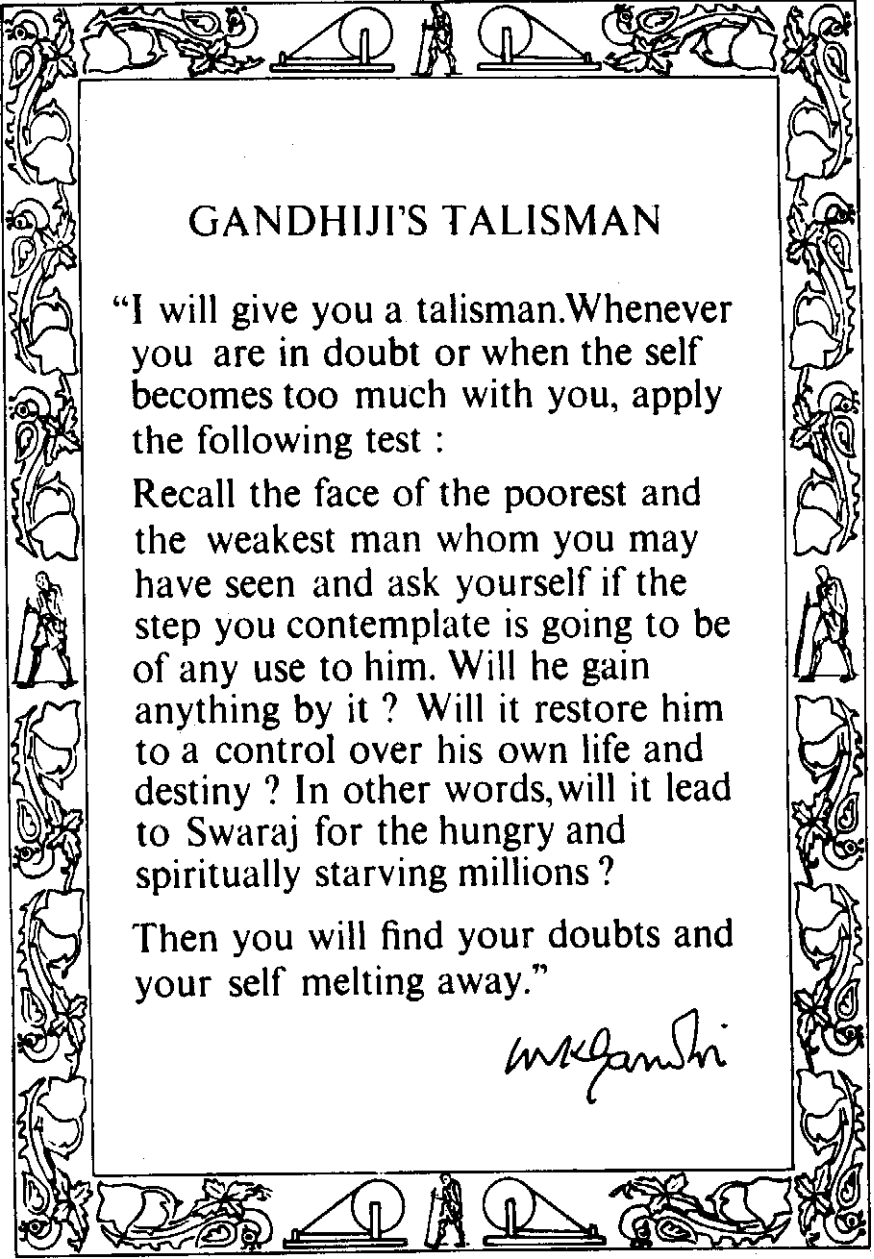
FOREWORD

Distinguished teachers are far more important to the advancement of education than details of curricula or magnificence of facilities. Any effort to improve the quality and competence of teachers is therefore to be encouraged.

This book 'Talks to Teachers' is essentially addressed to teachers. It gives valuable practical suggestions to those who are already in the teaching profession and to those who propose to take to teaching. The style and tone of presentation is conversational and not technical. It can be said that Dr.(Smt.) Mariam Koshy has succeeded in bringing to bear on this book the deep insights she has gained into the art of teaching during her long and successful career as a teacher.

I am sure that the book will be of interest and use not only to teachers, but also to others who are working in the field of education.

K.GOPALAN
Director
National Council of Educational
Research and Training



GANDHIJI'S TALISMAN

"I will give you a talisman. Whenever you are in doubt or when the self becomes too much with you, apply the following test :

Recall the face of the poorest and the weakest man whom you may have seen and ask yourself if the step you contemplate is going to be of any use to him. Will he gain anything by it ? Will it restore him to a control over his own life and destiny ? In other words, will it lead to Swaraj for the hungry and spiritually starving millions ?

Then you will find your doubts and your self melting away."

M.K. Gandhi

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Introduction

This is not a book of educational theory, but a book of suggestions drawn from practice and experience, in the form of a series of talks.

Teaching is an art and not a pure science. Statistical principles can often be used to explain the behaviour of human beings in large groups and a scientific diagnosis of their physical structure is always valuable. Every teacher may try to be orderly in planning his work and precise in his dealing with facts. But that does not mean that his teaching is scientific.

Teaching involves emotions which cannot be systematically appraised and employed and human values which are quite outside the groups of science. Teaching is not like inducing a chemical reaction. It is much more like painting a picture or making a piece of music or planting a garden or writing a friendly letter. You have to throw your heart into it. You must realize that it cannot be done by a formula.

One of the forces which has helped our civilization is certainly the influence of famous teachers. What a teacher says outright sometimes goes unheard. What he stimulates his pupils to think out for themselves often has a far more potent influence upon them. Knowledge is gained through a consistent process of discovery.

We are living in an age of restlessness. The basic needs and problems of man transcend all boundaries of state and country. This is also an age of power. The question is, does education

have a share in this power or is it merely the servant of other kinds of power? Is education the generator and director of power? The setting we have is a world crisis. If education in this setting is to be meaningful, it must become powerful. It is, in fact, the one power left in the world that is greater than the forces of nature. Only the power of education is capable of controlling the other powers that man has gained or will use either for his annihilation or for good purposes. For example, you may use a tractor to produce paddy to feed hungry people or to destroy paddy fields. You can use rockets to blow up cities or to improve communication by satellites.

Education, though it is powerful, has not learned to develop sufficient power to guarantee control over the powers that science and technology release. Thus, education is lagging behind. It is not keeping up with the fundamental revolutions that are consequent upon the discovery and control of the energies of nature. We must find a way to ensure that the power of education becomes superior to any other power, otherwise we may be destroyed as a human race.

In these "Talks to Teachers", I have preserved a rather conversational and nontechnical style and tone. The function of these talks is suggestive and not dogmatic. I hope the readers of this book will find some hints which may help them in their day-to-day work of teaching.

I

I Go to Teach

"To The Unknown Teacher"

"Great generals win campaigns but it is the unknown soldier who wins the war. Famous educators plan new systems of pedagogy but it is the unknown teacher who directs and guides the young. He lives in obscurity and contends with hardships. For him, no trumpets blaze, no chariots wait, no golden decorations are decreed. He keeps watch along the borders of darkness and makes the attack on the trenches of ignorance and folly. Patient in his daily duty, he strives to conquer the evil powers which are the enemies of youth. Knowledge may be gained from books but the love of knowledge is transmitted only by personal contact. No one has ever deserved better of the Republic than the unknown teacher. No one is more worthy to be enrolled in the democratic aristocracy. King of himself and servant of mankind."

"I cannot find any job, I wonder if I can get into teaching," so said Narayanan, after he had spent much time and effort hunting for a job. "I have no idea of the work I have to do but I know that teachers get many holidays. They have a few exercise books to correct and a few examination papers to value at the end of the term or year and these they mark according to their impressions. This sounds an easy job. No worries are attached

to this profession, no finances to control and no files to look into, no adults to control or direct. The only people to control are the young ones. These young ones can be managed easily," continued Narayanan.

Narayanan had tried for a job in the Revenue Office, in the Railways, in a firm, and at last, got into teaching—a teacher of History in a secondary school. This was only a temporary vacancy. One teacher had taken long sick leave and so Narayanan who had recently graduated from the university, got into that leave vacancy. He had no Teachers' Training.

He had to walk about a mile to go to this school. He took his morning meal and carried his books and his packed lunch. He could go by bus but that would mean money. Narayanan, a young man of twenty-four, was already married and he had a wife and child to support. He knew History well for he had been a good student at college.

He went to his class, took the attendance of his pupils and then began to lecture to his pupils, as he had been taught at college. The pupils stared at him first in curiosity and later in indignation for they understood little of what he had to say. Narayanan had looked into the syllabus carefully and he went through each topic, item by item. But

the pupils whom he taught stared at him for he went on talking without pausing to find out whether the pupils were following him. Later, he noticed that they were talking and passing chits of paper to each other. They were waiting for the bell. When the long expected bell rang, the pupils disappeared.

The teacher did not know their names although he had been teaching them in this manner for about three weeks by this time. They were just numbers. He had marked their attendance according to numbers. When the day's work was over, Narayanan took his books and his tiffin carrier and walked home, sometimes stopping a while to talk to one of his colleagues who was going in the same direction. Narayanan had a job. He knew he would get his salary on the first of the month. He had exercise books to correct when he reached home. He read them through carelessly and gave them marks according to his impressions.

Examinations were coming, for it was the month of December. He asked some of his colleagues how they had set questions papers. They told him that the quickest method was to look through some old question papers kept in the library and select a few and copy them out. This advice he followed readily. So the question papers were set and handed over to the school office.

Days went by. Narayanan was now a teacher with some experience. He saw an advertisement for a permanent post in a school for a History teacher. Narayanan had passed his college examination well. So he applied for this post and he was selected. They told him that he must go for Teachers' Training. To this he agreed and he accepted the post.

As time went by, Narayanan had forgotten most of what he had learned as a student in college for he did little extra reading. His knowledge was limited. His sphere of duty was not wide. He would go to school in the morning and lecture to his pupils and come home in the evening. He had to do the marketing for his household. This he did

carefully. He visited relatives and friends when he found the time. His life consisted of attending to his routine duties. He had made no impression in the minds of his pupils as a teacher. His teaching was dull and his pupils paid no attention to him. A few complaints against him went to the Headmaster who sent for him.

Narayanan listened carefully to the advice of the Headmaster and promised to do his best. He went home and thought over what his Headmaster had told him. He decided that he would read a little more and prepare for his teaching. He would get to know his pupils.

The children he taught came from different backgrounds. Some came from very happy homes. They had parents who supported them financially and gave them much encouragement in their studies. There were others who were sad, neglected and worried. They had very little money and got no encouragement at home. There were still others with all the material advantages but without any desire to learn.

When you look at a class of children, they are not all alike. Their talents and interests are different. The lesson you teach will not arouse the same amount of interest in all of them. Some are attentive while others show boredom. But you as a teacher must know each student in the class. When you get to know them by name, you may call them, talk to them, and find out their difficulties and help them. Many a pupil has opened his heart to a teacher who takes the trouble to get to know him and to discover him.

Every young human being has an urge to learn. But what shall he learn? How shall he learn? These answers we can only know when we have discovered the children we teach. What we know of children we must learn from them, by watching them, speaking to them and working with them.

The world is changing rapidly. The world about twenty years ago, when scientific advances were not so marked, was one in which children could learn as they grew in it. Now it is a world so

beyond the grasp of children that only the school can present it to them, in terms which they can understand. The school can prepare them with knowledge of it so that they can take their place in it with confidence when the time comes.

Narayanan slowly changed his methods and his attitudes towards teaching.

What is teaching? Is it talking to the children or talking at them? What is a school? To answer that school is a place of learning is no answer at all, but only another way of stating the question. **A place** of learning what? **A place** of learning **how**?

An experienced and successful teacher once said the following after having taught for thirty years. "I taught a class when I was quite young. I had not received Teachers' Training. I had never heard the word pedagogy. What I did have was a deep conviction unspoken, indeed unconscious until much later, that the desire to learn was as natural and inevitable in children as the desire to walk in babies."

Man has this desire to learn, to explore, to understand, to conquer or, at least, come to terms with the world in which he lives, including his own person. If man did not have this natural inclination to explore and to learn, he would surely have disappeared from the earth ages ago, along with the millions of other forms of life which have vanished.

But something happens alas to this driving force. All but a few men and women in the world have lost the urge to learn. They lost it, in fact, long before they had grown up. They lost it while they were still little children, while they were still spending their days in the place of learning—the school—perhaps that was where they lost it.

Lakshmi, who had taught for many years, was tired of teaching. She was assigned to teach English in school although she had specialized in Geography. While she was in college, she had obtained very high marks in English. But she had great interest in Geography. She could not get the

job of a Geography teacher so she was teaching English instead of Geography. She had to work because she had to support her little son and her widowed mother. Her husband had died three years after her marriage and so she needed to work to support herself and her little family.

She was getting tired of teaching and she could not find out the reason. Her work seemed to her like drudgery. Her life was a dead and dull routine. She had no extra-curricular interests in school. Life went on in this manner till an exhibition was arranged in a town close by. Lakshmi was asked if she could be in charge of a section of the exhibition for a few hours after her school work. She agreed to this in return for a small amount of money. She was asked to write captions for certain sections. She began doing this. She became more and more interested in it as the days passed by. The exhibition lasted for three months and Lakshmi experienced great joy doing this extra work. She spent her spare time printing captions for she could do this very well. She had at last found something she enjoyed doing.

In her teaching also she found new ways of engaging herself. She began to pay more attention to the handwriting of her students. This gave her a little recognition in the school where the Headmistress and her colleagues appreciated her work. Lakshmi had turned a new leaf as a teacher.

Many a teacher is like one who throws paper balls at the boys and girls in his class. Some of these paper balls may hit a few pupils. Some may not hit them at all. At the end of the academic year, the pupils have to throw back at the teacher the paper balls that had hit them or lay by their side. There is no stimulation of thinking or going through a process of discovery.

The teacher has to discover what keeps a group of pupils active. Why do they fret and chafe when they cannot go out and fly kites in the kite flying season? Why is a lesson on nouns and verbs or on the nature of soil not as interesting? Why don't children go to school with the same interest and

enthusiasm as they go to play? Why do they want to throw away books on nature and birds and run after butterflies in the garden? These are questions that every person going to teach must ask himself.

Do the tasks we set in the classroom challenge the pupils so that they want to go on reading or thinking or finding out solutions? When assigning jobs for our pupils, we have to remember that the first requirement is that it must have real usefulness. Having an assignment is a stepping

stone to learning of all kinds.

Pupils become reliable when they are relied upon. The most important thing is not merely what they study, although it gives them information, but that they learn how to study, how to gather facts first-hand from every source they can find, how to understand what they are learning, relate to it, make it their own picture, story, song, and play, absorb it so well, under the impetus of their own interest and desire to learn that it should be there for ever.

II

Do Pupils Want to Learn

"If the boys go out of your school without a love of reading books, newspapers and current journals, your education is of no value."

In India, in the month of July every year, one gets the impression that all young people in the country want to go to schools and colleges. During the other eleven months of the year, many of them want to keep out of educational institutions as much as possible. Do they really want to learn? Going to schools and colleges and not getting an education is bad enough. There are many who stay in schools and colleges and avoid an education. An incredible number of working days are lost through strikes and demonstrations. There are some young people who not only do not learn themselves but prevent others from learning. Do these young people want to learn?

The "drive to learn," in children must be aroused. They must enjoy the adventure of planning and the glamour of accomplishment and the necessary drudgery which is a part of all work.

"I cannot study, I hate school," says one boy. "I am counting the days till the holidays. I am sick of learning," says another.

"If I can catch hold of that little red hen, I shall pull out all her feathers," says the boy who has

been learning to read. He was tired of the repetition and the monotony in his reading lesson on "The Little Red Hen".

What may the teacher or educator do that will create a desire to learn? What will arouse a pupil's interest in the learning process? Long range results do not attract him. They are so remote and so distant.

Seeing others learn and obtain results—is this going to create an incentive? Prizes and rewards—will these provoke a desire for learning in the young?

Children learn all the time. "Whether they come to school or not they are learning". They are curious, interested, alert and active. By the time they come to school, they have learnt a great deal about their immediate environment, the sights and sounds they are familiar with. But the school or the college is a select environment. It has to transmit to the alert, active, curious young people subject matter and skills that make a special appeal to them so that they may attend to them in preference to other stimuli around them.

This incentive to learn may be aroused through a spirit of competition which is natural and which is noticed in the adult world. In the adult world, much competition is noticed in business, in personal display, in homes, furniture, clothes, the cars that people purchase and the gadgets that they use. There is another valuable stimulus which a few teachers can use in order to arouse this desire to learn. It is best when talked about very little. A teacher who is connected with it usually makes no direct use or over-use of it but must be content with allowing it to be felt by his pupils. This is the Tradition of a school or college. An old school or college where many great men and women have studied, An old school or college where many great men and women have studied, where their names are remembered, its library filled with books used by famous students and enriched by bequests from them at the close of their careers—such an institution has a spiritual life of its own. This is much more than the buildings, teachers and pupils of any particular epoch. This acts as a powerful developing force upon the mind and character of every one who joins it. It is a tradition of learning, a creative current. How does this tradition work for creating a desire to learn? How does it create outstanding men and women out of ordinary boys and girls? It is difficult to answer these questions. The relative importance will vary for each individual. But it works.

Bad teaching and learning waste a great deal of effort and spoil many lives which might have been full of energy and happiness

There are many people who do not want to learn. They think that school is partly a waste of time and partly a prison. They would much rather be outside making money—or simply outside, at the movies, or standing at the street corner watching the crowds pass by. Being adolescents, they are terribly anxious to be grown up. They bitterly resent being in an institution with little boys and girls when they would rather be men and

women, earning wages and being independent. They see no possible way in which it would do them any good whatever, to learn the geography of the world, the history of their own country or the literature of the world. Class distinctions and racial differences sometimes accentuate their resentment. In slum areas, some children hate being taught by a middle class man, because the pupils themselves come from the working class. This is a social problem caused by maladjustment in society. Sometimes educators and social workers talk as though everyone who is denied an education was secretly yearning for it. Of course, many do, but many others are indifferent. There are many rewards. They, therefore, believe, without reasoning it out, that a social institution such as a school has nothing to offer them and that its discipline and routine are meant to trap and torment them. But meanwhile, what is a teacher to do? How can he teach children who hate learning and who hate the school?

The teacher in such cases, may think of his children in the same way that a doctor thinks of his patients. The man who drinks excessively and brings on disaster to himself has to be treated with sympathy by the doctor who reserves his feelings of blame and contempt. These arrogant and brutal boys and these peevish and perverted girls are really the victims of colliding forces. Like most sick people, they do not understand what fevers are burning them and what conflicts are tearing them apart. The best way to deal with them is to make sure, as the doctor does, that they hurt neither themselves nor anyone else, and to be sympathetic.

A Russian educational film dealt with a situation where many homeless boys wandering in the streets of the cities were taken to the countryside for schooling. It showed bold and successful attempts at reforming a group of such boys. The first step was to capture them and send them off to a school in the country and it was a police job, for they dodged like rats and fought

against it. As soon as they reached the country school, they tore it to pieces. They saw no reason for being sent to school. They burned the furniture wrecked the garden and the farm buildings and fought one another. There was a teacher with them. He did not attempt to resist these boys. They would have torn him to pieces. Then after the first excitements of freedom had died down, they began to be conscious of their own discomforts. Partly from sheer boredom and partly to make the place less uncomfortable, a few of them began clearing up. This was the nucleus of a constructive group. The school master also helped. They asked his advice. They began to learn crafts. They were given plenty of tools. They began to enjoy what they had made. They accepted the school master not as an external authority imposed upon them but as a member of their own group whom they admired for his strength and dexterity, and from whom they could get impartial guidance. The film ended by showing a flourishing community run by youths who had only two years earlier been thieves and wanderers in city streets, with no desire to learn.

If you wish to influence the young in any way, you must convince them that you know them as individuals. The first step towards this is memorizing their faces and their names.

The art of teaching, like the art of healing, consists in discovering the make-up of each individual or discovering each child.

In the modern world where hundreds of children flock to a school and where one teacher has to look after thirty, forty or even fifty pupils at a time, how is he to discover each child? First of all, he has to understand that each child is different from the other. All subjects in the curriculum do not appeal to each one. Some are bored by one subject and one method of teaching. Others like a particular activity and hate the rest. A few dislike a particular subject, the teacher who teaches it and even the classroom in which it is taught.

A gentleman who became the mayor of a city

in his late fifties, decided to take his old widowed mother to some of the art galleries in Europe for a holiday. One of the art galleries they visited had a number of paintings for sale. The mayor turned to his mother and asked her if she would like to have a particular painting as a birthday gift. She was happy and replied that she would choose the picture and let him pay the bill. So the old mother went round with the son and selected the picture that she liked best. This was a very beautiful picture. But the son was not happy. So the mother asked him why he was not enthusiastic about it. Was it because the price was too high that he was not inclined to buy it? The son turned to his mother and said, "Mother, it is not the price but the memories that this picture brings to my mind. A copy of this picture was in the classroom, where a particular teacher taught me Latin grammar years ago. I hated Latin grammar. I hated the teacher who taught it and the way he taught it, I hated the room in which it was taught and even the picture that was on the wall. I do not want that picture on the wall of your bedroom, mother." Hearing this, the old mother selected another painting, less attractive to her, but acceptable to the son.

Every teacher can teach his subjects in such a manner that the pupils who are under his guidance can attend to him with interest and enthusiasm. Or, he may teach his lessons in such a way that the pupils hate the subject matter, the teacher and the school in which it is taught.

Observing young boys and girls at play and at work, we find that the most important problem of the teacher is to arouse their interest by giving them the right motivation. Once their interest is aroused, they become active and they learn for themselves. Everyone is interested in some things and not in others. Every individual is interested in himself and that which concerns him. This self interest should be made use of by the teacher.

Ramu, the naughty little boy, would not join with the rest of the group in the kindergarten class

for story telling. He was only interested in building houses with blocks. The rest of the class was seated near the teacher listening to a story carefully prepared by her. The teacher started the story and referred to the castles built by a prince somewhat like the castle that Ramu was building with his blocks. The walls were like Ramu's castle walls. The colour was also the same. Ramu who was playing with his blocks turned round each time his name was mentioned. The teacher continued with her story, the castles had towers, she said, taller than Ramu's towers. The boy hearing his name again and again, listened more carefully from where he stood. Very soon he joined the group to listen to the wonderful tale that the teacher had to tell.

When you have to deal with young minds, you have to remember that they are going through a formative period of their lives. So by teaching them and helping them, you have the incomparable happiness of helping to create human beings. To teach a boy the difference between truth and falsehood, to start him thinking about the meaning and values of life, to see him master the skills of Reading, Writing and Arithmetic, gives the sort of satisfaction that an artist has when he paints a picture on a blank canvas. Some teachers may have never had this experience. They are without one of the rewards their job ought to bring them. Through teaching, you are helping to mould young human beings. It is not like injecting medicines or

moulding clay. You are dealing with living human beings who may sometimes resist. Sometimes they refuse to accept your suggestions. But yet, when you find a young human personality developing and growing, it gives you a great deal of happiness.

Some teachers, however, seldom or never have this experience. They are robbed of one of the finest rewards their job ought to bring them. Instead, they complain of an infliction as severe as poverty. They say that the boys and girls hate them. Often they hate the boys and girls. Over a period of years, their hatred builds up a barrier which they can never break down.

One young man spoke of his early days in school. "I went to a school, in a class dominated by a female fury. We were all terrified of her before she even entered the room. Whatever else we learnt that year, we certainly learnt to detest the school and grown-ups and authority." On the other hand, no one teacher can be so difficult as a class of strong-willed, badly disciplined children who have got out of hand. While it is sad to be poor, it is torture to spend your life's energy, year after year, trying to awaken understanding and appreciation of genuinely important things in what seems to be a collection of spoiled, ill-mannered, howling, yawning, chattering boys and girls. This can happen in certain conditions even to a good teacher. But it is more likely to happen to bad teachers.

III

How Shall I Teach

"The entire object of true education is not merely to do the right things but to love the right things, not merely to be industrious but to love industry, not merely to be just but to hanker after justice, not merely to be pure but to love purity."

A young woman who had graduated from college went to a nearby school to teach a group of thirty children—this was a temporary post and she was looking forward to it. After one period of teaching in the fifth standard, she went straight to her Headmistress and said "Madam, I cannot teach. It is too much for me. I am terrified of the shouts and screams of these children." This was her first experience of teaching and it turned out to be her last.

Many a young teacher asks the question, "How shall I teach?" The training colleges help prospective teachers with certain methods that may be made use of. They may be considered "the tricks of the trade". Many training colleges instil an ideal of teaching with a philosophy of education which underlines all teaching. "I would never have gone for teaching as a career, if I had not gone to a good training colleges where the members of the faculty inspired me," said a young woman who enjoys her work as a teacher.

It is said about some people that they are born teachers, whereas others may not possess the natural gifts for teaching. They have to acquire

the methods of teaching. There are many who have grown to like the profession and become great teachers. Certain traditional ways of teaching exist in certain countries. They have been made use of for centuries. But the times are changing. The content of subject matter to be learned is changing and becoming more complex than ever. Is there anything in common between a mother teaching a child to speak and a teacher teaching History or Geography to the children? All over the world, teaching is being carried out, from the simple rural elementary schools to the well established universities of the world.

A great deal of teaching is done outside the school. Much information about the world and other human beings is being learnt by the pupils, day after day, from various sources. But the schools, colleges, and universities are some of the formal agencies for teaching the young. There are experts and inexperienced people. There is some teaching going on. While many students have been inspired to learn because of the way they have been taught, there are others who refuse to go to school because they find the whole

experience detestable. Bad teaching wastes a great deal of effort and spoils many lives which might have been full of energy and happiness.

There is no one method which is applicable to a particular lesson, in a particular class. A method successfully used by a certain teacher with a particular group may not be every successful in another situation, where the lesson may be the same and the age group of the pupils similar. Every teacher, through planning and careful preparation, must become resourceful and adaptable according to the needs of the pupils he teaches. A class nearly always enjoys a lesson that drawn out the enthusiasm of the teacher. "Some of the best classes I have enjoyed as a student were those talks by lecturers in colleges, when the lecturer dropped his notes and stood looking at the students eagerly and earnestly, talking about something that he held precious as a scholar, making us love the subject by showing us what he did and why he did so," said an experienced teacher.

When you have established active sympathy with your class, you can tell when they are profiting from every word, enjoying every quotation and participating in the whole teaching-learning process. In such cases, the teacher is a helpful guide. One of the chief aids to learning, in all teaching-learning situations, is a sense of purpose. If the pupils have developed a desire to learn, then your methods become effective. In order to create this desire to learn, the teacher must plan his work and explain the plan to his pupils, (especially in the higher classes) so that the pupils will come to know, to a certain degree, the goals they have to reach. While making his plan, the teacher should ask himself questions such as, "Is this relevant to the pupils' needs? Is this useful to them? Will this be clear with illustrations? Are the topics too difficult for the class I am preparing?" With these in mind, he should prepare for this teaching.

There is a great danger noticed in the teaching methods of many teachers and that is, monotony:

teaching the same thing, in the same manner, although everything else in the world is changing rapidly. There are new problems and new points of view to be thought of. Life consists of a series of changes. No one can teach a subject in the same manner for two years running without causing monotony and boredom for the students. When preparing to teach a lesson on any subject, it is always wise and useful to read about it from its original sources as far as possible. If it is a translation of a poem from Sanskrit that you have to teach, it is better to read its original in Sanskrit. It is important that every teacher should know the original sources of his subject. He must know the textbook and he must be acquainted with any literature on it, as it becomes available. If you are teaching Shakespeare, it is important that you read Shakespeare again and again and think over it instead of reading what Bradley or some other writer thought about it. What you discover for yourself will be more valuable to you than what someone else has found out and handed over to you second-hand.

Teaching depends a great deal on communication, transmitting ideas from one mind to the minds of others. A cynic has remarked that teaching may sometimes be "transmitting ideas written by the teacher in his notebook to the notebooks of his pupils, without passing through the brains of either party". This has reference to a dull and lazy teaching who reads out his old notes to the students who copy them out as they are dictated in the class without understanding or assimilating these ideas. This is one of the grave mistakes ordinarily made by young teachers. They come to their classes with the notes they had made when they were students. These are dictated to the pupils who copy them in their notebooks. Such classes become dull and boring. Such teaching gives no inspiration, creates no desire to learn.

The children whom we teach have to live competently in a complex and changing world. The system of pouring so much History, so much

Geography, so much Arithmetic into a child like a recipe for making bread is fine except for the fault that it does not work. Some children like yeast would rise any way no matter how the ingredients of education are mixed. But such children are rare.

When teaching a class, the teacher has to remember that there are many counteracting influences at work. In the modern scientific world, there are many interesting sights and sounds that pupils are attracted to. They collect a great deal of information through these various channels. A young person's play and fieldtrips are his usual methods of learning. Therefore, he gains knowledge with his own eyes and ears. Questions asked by him about things he wants to know, answers found by him within the limits of his own ability to find and understand — these give him an intellectual stimulus and sense of satisfaction. So, when you teach the pupils in your class, they may be looking at you now and then but they may be gazing out of the windows at the interesting sights and sounds they are aware of.

A young boy had become incorrigible in a school. He was pronounced as a problem child by all the teachers who had taught him. The boy was studying in the fourth class. He was found inattentive by all those who taught him till a new teacher wearing a special type of spectacles arrived in the school. After the new teacher came to teach this particular class, the boy seemed to be looking straight at the teacher instead of looking outside as he used to. He seemed very attentive. The new teacher congratulated himself for having succeeded in controlling the incorrigible boy. He called the pupil one day and said, "I am glad you are well behaved and attentive in my classes." The boy answered "Yes sir, I was looking at your spectacles through which I could see all the street processions passing by. They were very interesting. There was something happening all the time." The teacher hearing these words of the boy realized that it was not his teaching or his

explanations that had held his attention but the changing scenes of the road reflected in his spectacles. This element of change and variety has to be brought into teaching in order that pupils may be interested, attentive and responsive.

Many teachers ask the question: "How shall we teach?" One reply that may be given to it is: "Prepare yourself in the subject so well that it shall be always on top. Then in the classroom, trust your spontaneity and fling away all further care. Discover each child you teach, particularly the backward ones."

A girl was indifferent and withdrawn in a school for many days after her admission, and could only be drawn out when a teacher discovered that she could sing well. She was asked to help with singing in a class entertainment programme. This encouraged her so much that from that day on she began to act differently.

Each teacher has to find something that every one of his pupils can do well. Many children come to school with no confidence. So we have to find something that they can do. Each child that you teach is different. We have to begin by giving a pupil a task within his capacity because a small, quick success will set him going. The teacher's praise for some accomplishment makes the child hopeful.

A teaching method is not something that a person may pick up and use anywhere. It is something which cannot be easily separated from the physiological relationship between the teacher and the taught. This relationship may be authoritarian, "over" the children, rather than with the children. It may sometimes be absolutely non-interfering, where the children are left entirely to themselves, learning or failing to learn. It may be democratic where the teacher assumes the role of a friendly counsellor working "with" the children rather than "over" the children. No one of these methods will work equally well in every kind of society.

The young people whom we teach are members

of another group, "the peer-group," and the role and scope this has in any society, has an important effect on education. These types of social groupings have a bearing on all the problems of teaching and learning. It is the instilling of proper self-confidence and self-respect in boys and girls and the maintenance of good human relationships among the teacher and the taught which make teaching effective.

To teach well, you have to be a good listener, trying to follow the trend of thought of others, taking in their environmental background and understanding the reasons behind their actions. When a person has the disposition to be patient with, and fair toward, others, the barriers of verbal communication are removed and there is no conflict between teacher and pupil.

A good teacher has to be enthusiastic about his subject matter with continuous research in it. He has to communicate knowledge to a class. This takes preparation and organized thinking. A kindly discipline must be maintained in the class. Only then can the creative expression of the individual be guided and developed. The dignity of each child in the class should be recognized, the questions asked must be carefully answered, patience and time must be given to the slow pupils as far as possible, and more challenging assignments to the bright ones. These are what a teacher has to do. Disciplined impartiality and fairness to each student must be maintained at all times. A sympathetic humour is necessary in the classroom. This will act as an antidote when the teacher is tired and the class is listless. Such a teacher shows the proper authority which, together with his understanding, gains the respect, gratitude and affection of his students.

Ashok, a seven-year-old boy had learned very little at a school he had been attending for one year. He was barely able to write his own name and had not learned to read, having memorized the stories he had learned in school. His parents who became worried at his lack of progress, were

given a variety of answers by the teacher who taught him.

Ashok could not read because he was not ready to read. He could not write because he was frustrated at home and felt unloved. On questioning the teacher again, he said that Ashok was just a slow and possibly retarded pupil. After a long conversation with the mother, the Headmaster of the new school to which Ashok had come found out that Ashok had been the victim of a most unfortunate experience, having spent six months under a young, inexperienced teacher who could not control his overcrowded class or himself. When his pupils became completely unruly, he was driven to screaming at them and sometimes shaking them.

Ashok a quiet, shy and extremely sensitive boy was unaccustomed to such treatment. So he withdrew to a quiet world of his own — a dream world which shut out his class, the teacher and any instruction he might be trying to impart as well.

The first thing Ashok's teacher in his new school did was to get acquainted with him. He assigned homework to the pupils but made sure that they finished the assignment on the due date. Through the quiet persistence of his teacher, in the calm atmosphere of a well organized classroom, he learned phonetics and soon began to read with ease. After about a month in the new school, Ashok's report was sent to his parents. In the report card it was written: "Ashok shows a hunger for reading beyond the average child in his class."

A teacher is sometimes apt to make the mistake of classifying as a retarded child, a pupil who is a dreamer. When a pupil in a class takes refuge in a dream world, it is probably to escape something unpleasant in his experience. Its cause must be found out, explained, or removed, so that the pupil is assured he will be secure in the world of reality.

It is important to note what the pupils expect

from a teacher. A few students from a high school wrote the following with regard to what they expect from a teacher.

Ramesh wrote: "The teacher must have a lot of personality. Then only he can teach successfully. He must be well dressed. He must have a happy face and his desk must be neat all the time." Arun, another pupil, wrote: "I think a teacher must be strict so that his pupils may learn self-discipline. Then only he can be a successful teacher."

After the children have learned to co-operate, the teacher may let the pupils have special privileges. A good teacher inspires pupils in doing their homework regularly. He corrects the work assigned, on time.

One writer of a newspaper said, "I remember one of my teachers. He taught me many years ago. I have forgotten most of the facts he taught me but I remember the location of the Euphrates and the tigers. He made the whole world and everything in it most interesting and exciting."

"Another teacher of mine," continued the writer, "taught me the joys of writing; the fun of trying to make a sentence. With these two teachers, to teach me, I became a newspaper man. What they knew and what they did, made the difference."

While teaching, you as a teacher must not underestimate what the pupils know or over-estimate what you know as a teacher. The teacher must strive for excellence. "The pupils must catch this inspiration" for striving for excellence. The teacher through his methods must not merely teach History, Geography or Science but also love for these.

A few high school boys and girls gave the following reports on the teaching they received in school.

"I (a girl) got tired of sitting and doing nothing but just listening to the teacher talking. I only like the things we do ourselves." I only like needlework, handicraft and cookery. I do not get enough of these and so I will be glad to leave the school. I do not like the other lessons, Geography,

History or Literature."

"I (another girl) do not like my school and the way we are taught. I am fed up with it. I do not like Arithmetic to begin with. About plants and how they breathe, I am not interested in that. I don't care how they do it. I do not like the way they teach. I have had enough of school."

"I (a boy) have had enough of school and the way they teach. I want to do something ... make a start at something that I really want to do. I do not like French. I manage to get good marks in it but I don't like it. It is boring. I like metal work, wood work, electricity, etc. ... where you do things."

I (a girl): "I am fed up with school. I do not want to learn language or do sums. I like cooking and needlework. But there is not enough of it in my school. I am bored. I cannot sit for long hours listening to these teachers who I do not understand. What they say is of little use to me for my life at home."

The teacher in school, through the methods he adopts, must create interests for the young and inspire them by relating school to the things they do care about and then gradually connecting these sentiments to others which are wider or more worthy. If the teacher uses a variety of methods, that would reinforce learning.

The two questions that pupils often ask are: "Has the teacher got the stuff? Has he a knowledge of subject matter? And "Can the teacher communicate?" All other criteria, even kindness is subordinate.

Another question that pupils ask is: "Is he a natural teacher without too much of pomposity and pretence?" The kindness, patience and restraint of the teacher, together with the interest that the teacher takes in the affairs of the pupils also mean a great deal for effective teaching.

A great deal of freedom of thought and expression have to be allowed to the pupils. This may be illustrated from the story of Alexander, the Great's visits to Diogenes. At the end of the

conversation, Alexander asked the old philosopher, if he wanted to ask a favour of him. Diogenes answered, "I have only one wish: don't stand in the light so that the light and warmth of the sun's rays may stream down upon me." Every teacher should be able to imagine the pupils saying to him, "Don't stand in the light. Let the great truths and experience which have been gained through centuries of man's life and struggles shine upon me." This determination to let every child use for himself and in his own way, the heritage of man and his personal experiences of the phenomena of the universe found expression in Rousseau's *Emile* in the year 1762.

The objective that every teacher of the young should keep in mind while teaching should have, among other aims, the following: some understanding of the society in which the pupils are growing up, its demands and its problems, some background knowledge which may help in understanding to some extent a few of the scientific, political and economic problems of humanity as a whole; the ability to find information from books of reference and other reliable sources, the enjoyment of the art of studying whatever it is that one wants to study, whether it be retreading of motor car tyres, or poultry keeping; some experience in the application of critical thought to the ideas and values put over by the mass media—the Press, films, radio and television.

Motivation is necessary for an effective teaching and learning process. Motivation can be aroused and maintained if what is learned has relevance to the student's needs and interests. For too much intellectual material which young people are expected to master has no relevance to the next twenty years of their lives and may never have the slightest effect except as a "mental encumbrance."

The secondary school of the future will probably not have standard classes of 25 to 35 pupils, meeting five days a week, on inflexible

schedules. Both the size of the classes and the length of the periods will vary. The methods of teaching, student grouping and student activities will also vary in relation to the purpose and content of instruction; schools may have to be organized for large-group instruction, small group discussion and individual study wherever possible. Large group-instruction will include several activities carried out in groups of 100 or more students. Instruction in these classes will be by teachers who are particularly competent. Small groups of 12 to 15 students should meet with their respective teachers or by themselves periodically to exchange ideas or clarify thinking.

Students in high school and college should imbibe the habit of using books and of enjoying them. The teacher has to guide them. What matters most is not memorized knowledge but knowing where to find information that one needs. In a rapidly changing world where the agents of thought control are increasing their power in every country, it is important that our young people should learn to check statements made in the mass media against reliable sources of information. They need to learn to do this in the critical intellectual atmosphere of a good educational institution.

We cannot wholly rely on "chalk and talk" teaching. The real problem of the secondary school is not to teach but to enable young pupils to learn. But they do not need to be talked at, the whole day. Even the youngest pupils of a school should have one period a day when they can read and study by themselves or even look at picture books in the library.

When can you say you are becoming a successful teacher? How may you become one? How may you grow as a good teacher? By observation of children and adults, by recall and analysis of your own past experience, by evaluating current experience as a teacher, by participation in teachers' associations and clubs and by wide reading and study.

As a teacher you will be responsible for what happens in the school. You will have to plan and help in the school, guide what happens in this teaching-learning process and judge the value of what has happened. The teacher must ask himself; "Is it possible to have three or four learning outcomes all at once? Are the learning outcomes those that are sought by the teacher?"

Teachers are teaching in nearly everything they do in school and much of that teaching is unintentional. The very best way for you to learn all you can about teaching before you actually begin to teach is to observe teaching. Observe teachers and learners in action. When observing a teacher, you may ask yourself the following: "What seems to be the teacher's attitude towards the class? How is the time spent in instruction, learning and making plans, influencing individuals, managing human relations, evaluating and assisting individuals?"

Adaptability to children's needs is an important point to be remembered. A superintendent of a secondary school with liberal ideas went round to see how the pupils were being taught. He went to a Geography class. This was the eighth standard. The classroom was vacant. What were the pupils doing? They were out in the garden digging and planting, studying the nature of the soil and the effect of climatic conditions.

He went to a Home Science Class for girls. There topic for the day was "Principles of Cooking." The teacher and the pupils were busy. They had no servants. They had to actually learn how to prepare the necessary common dishes. Some people may consider that the teachers mentioned above were cheating pupils of the heritage of knowledge and wisdom accumulated by the human race. What did the superintendent do after visiting these two classes? He went out and bought for the classes some cooking utensils and garden tools, for he understood what the pupils needed and he appreciated the adaptability of the teachers to the needs of the pupils.

How and what a child learns in school is affected not only by the patterns of schooling. There are many other influences—his heredity, the food he has had to eat, the experiences he has had in his family, the television or cinema shows he has seen, the gang he runs around with after school, his contacts with adults in the community and the social class to which his family belongs. However, with thoughtful and stimulating guidance, children in general do emerge from their school experiences with the learning that teachers and the school seek to give them.

The expert teacher is one who has the ability to cause changes in the behaviour of other people. For example, if Ram does not learn to write complete sentences, the really good teacher finds ways and means of helping him. He plans the work for him after observing Ram and his weakness. He then provides exercises, giving attention first to the simpler and then to the more complex writing tasks. If one method fails to produce the desired results, he turns to another. To meet the needs of the young people of today, the teachers must have vast and deep knowledge and understanding of the world.

The method of teaching is not a bag of tricks or a collection of devices. It is an application of the science of human behaviour. Well planned teaching makes multiple, simultaneous learning possible.

When pupils are learning the plot of *Silas Mariner* they must also be learning how to express themselves in paragraphs, how to have sympathy for widely differing points of view, how to share group responsibility, how to read fast and how to make an oral report. Good teachers have to arouse in the pupils a purpose for their learning.

A teacher who is confined to explaining from a textbook is sometimes called a "two-by-four" teacher. Such a teacher's range is confined to the two covers of a textbook and the four walls of the classroom. A good teacher communicates enthusiasm and zest for learning to his pupils.

This enthusiasm is more often caught than taught.

Friendly, confidential personal relationships between teachers and the taught are highly desirable. Many essential learnings can hardly occur on any other basis. Sometimes, the pattern of pupil-teacher relationship is established unwittingly. Some teachers find it natural and easy to establish relations of mutual warmth and respect with pupils. Other teachers need to work on this deliberately. In teaching young pupils, it is the quality of personal relations that matters most. It is a job that involves difficult tensions.

The teacher has "to give himself" to be a promoter of activities and an organizer. The teacher in the classroom has to be source of security and yet the stimulator of adventure. Teaching calls for men and women of many types and of diverse natures. So much freedom is also given to the teacher so that he may do his work easily and may become lazy, maintaining in this classroom a mental vacuum.

A young student gave the following report regarding his experience. "I went to the school where my parents took me. When examinations were held, I wished to be examined in History, Poetry and Essay Writing but I was examined in Grammar and Mathematics. I should have liked to be asked to say what I knew. They always tried to ask what I did not know. When I could have willingly displayed my knowledge, they sought to expose my ignorance. This sort of treatment had only one result. I did not learn much and I hated the school."

A distinguished teacher of Zoology wishing to teach an individual student who asked him to teach in such a manner that he may never forget what he was taught, followed the method given below. He gave his student a seat with a desk near his room. He brought a basin with water, put a live fish in it and told him to observe the fish and write about it without consulting any book or any person till he gave him permission. He was left alone with the fish in the basin for several hours.

"It was clear", said the student, "that he was playing a game with me to find out if I were capable of doing hard continuous work without the support of a teacher. After a few hours, I was discouraged but later on, I was astonished at the results I had." This was the challenge of difficulty and intensity which only the best teachers can use.

After several hours, the student was questioned and he said that he had not forgotten anything that he had learned that day.

To what lengths a teacher may go and to what heights a teacher may rise, we may find in the story of Helen Keller. There was a great teacher, Miss Sullivan. Her pupil, Helen Keller was deaf, dumb and blind. This was the task that the teacher was confronted with, teaching such a handicapped pupil. The miracles the teacher accomplished were born of love, patience and understanding, but above all patience. Whoever has not read the amazing life of Helen Keller, has missed one of the great chapters in the history of education.

A young and intelligent boy had the following to say about the teaching he received in his school: "Young though we were, we all regarded our school work as deadly serious. Everything we learned was strange and unexpected. It was as if we were learning about life on another planet. We lived in constant dread of being sent to the black-board to write an answer, which we knew so little. The wretched black-board magnified every mistake. We wished for the days when our schooling would be over."

The ordinary classroom procedure is primarily a one-way transmission system with the good teacher doing his best to make it two-way.

William James in his book, *Talks to Teachers*, gave a story about a friend who was asked to examine a class in Geography.

Glancing at the textbook, she said to the class, the following: "Suppose you should dig a hole in the ground hundreds of feet deep, how would you find it at the bottom, warmer or colder than the

top?" No one in the class could reply to the question. The class teacher then said to the visitor, "I am sure they know but I think, you didn't ask the question correctly. Let me try." So saying, the teacher taking the book, asked the class. "In what condition is the interior of the globe?" Out came the reply from nearly half the class at once. "The interior of the globe is in a condition of igneous fusion." The saddest thing and one of the most common sights you see in a classroom is the brushing aside of the most excellent question by a pupil either because the teacher does not know the answer or because he does not care to answer it. "What is needed, said a famous teacher" is a happy tact and ingenuity to tell us what definite things to say and do when the pupil is before us."

Most of the things that young people do in becoming good teachers involve changing

themselves as persons. No two people make exactly the same changes. There is a science of teaching, involving certain universal principles of teaching and learning. But they do not make teaching. Teachers make teaching. Teachers are persons who are involved in contact with growing, changing personalities—the pupils.

In order to learn, the learner must have a desire to know and to experience. In changing, you are helping people change their behaviour, for that is what teaching is. It is the process of helping children, youths and adults change the ways in which they think and act.

Pupils learn best when they understand themselves, their own basic motives and drives, their own problems and concerns. If a learner has a purpose clearly in mind, he not only learns more but uses more of what he learns.

IV

Some Problem Situations and Problem Pupils

"The work of a teacher will be judged by his colleagues and the learned world, crudely on the examination results of his students, more deeply on the quality of work for which he is responsible and by the most discerning, on the quality of the men and women who will carry through life, the mark of having been his students."

Every teacher, at some time or other, comes across the incorrigible, problem pupil—the boy or girl that the teacher cannot control.

Miss Susheela, a teacher of Economics in the first year class of a college, caught girls whispering and talking while she lectured to them. Miss Susheela looked at them several times. She told them to be quiet. She made one of them stand up for a while. But this did not stop the disturbance in the class. What is the trouble? Who is the trouble maker? Day after day, the same group of girls caused disturbance in the class. The teacher in exasperation, made them sit in different parts of the room. They were separated from each other but they continued the stunts and wrote chits to each other.

The teacher, Miss Susheela, called the whole group and spoke to them. The replies they gave were: "We were only passing notes on what was being discussed in class. Other girls were also talking. We could not see the black-board clearly." Miss Susheela was becoming disgusted with the behaviour of these girls. Sometimes she felt like

asking for another section of the class as she found this group incorrigible. Days went by. Teaching was not a pleasurable occupation with a group of students having become a problem group. She decided to go deeper into this matter.

She called individual students from this group and talked to them. But she could not arrive at a solution. This worried her. She allowed a certain amount of time to think over it all. Again she called one or two of them and talked to them. For her conversation with them, she found out that her teaching had offered no challenge to these bright students. They found her classes dull and uninteresting. She had not taken the cooperation of her students in her teaching. All she did was to prepare some lessons and dictate notes to the students. She had not aroused their desire to learn. She found no thrill in her teaching and the students had not found her lessons worthwhile.

What was wrong in her teaching? What was hindering her professional career from becoming what it should be? She had her university degree. She had acquired knowledge and collected

information. But she was lacking in zest for learning further. She had stopped learning altogether. She lacked that "spark" which is necessary to arouse the interest of the students. She had stopped learning about children. Their presence failed to give her the stimulus for teaching. Children need most of the things that adults need: consideration, respect for their work, the knowledge that things they do are taken seriously. Thus, by entering the world of children, the teachers are able to get deeper insight and arrive at a sound working relationship with them. In such a classroom, whether it be in a school or college, the inevitable hostility between teachers and pupils, adults and children would be non-existent. They must have the "drive to learn." They must also enjoy the adventure of planning and the glamour of accomplishment and the necessary drudgery which is a part of all work.

In a school, once, a six-year-old child was brought to the Headmistress. The behaviour of the child was difficult and perplexing. He had been disrupting the class, hitting the children one after another without apparent cause. The boy was new to the school. The Headmistress asked him quietly what the trouble was. "It is like this" he said. "I hit a child and he hits me. Then we know each other. Please don't stop me now. I have hit them all except two and if you will just let me finish, you won't have any more trouble with me." There are ways and ways of getting along with our fellows. This little boy's way was only one of them. For the origin of good and bad ways of doing things, we must go back to childhood, and for the origin of social reactions, back to birth. If a mother loves a child, if she offers him simple respect which one human being owes to another, however small and helpless, he is a lucky child; for him, the world will have a friendly face, because the one on whom he first depended tried to understand him. A good mother offers the child understanding. But no child who has come to terms with his mother only has gone far. There are

many other relationships with which he must deal and a good mother helps him by setting him free among his equals. Unlike his mother, these small strangers that he meets in school are utterly uninterested in finding out what he wants. They care only about what they want and how to get it. He learns to defend himself, to fight, if necessary. But chiefly, he learns to get along with his contemporaries. If a young child already has healthy relationships at home and is allowed to make his way with his own kind outside the house, he is well on his way to becoming a happy citizen of the community.

The first lesson in social living is to distinguish between that which belongs to everyone and that which is one individual's alone. Confidence in one's self and appreciation of others' work, are built up daily in the sharing of work and play. The snatched toy, the quick blow or howl of protest which follows, give the teacher her chance to point out the lesson on the difficulties of management of groups of children. The basis for good social relations consists of inner security and self-confidence. Success in his work and play enterprises bring a child the respect of his peers and are a tonic to his self-confidence, and sense of achievement and recognition. A bully amongst children needs help and so does a timid child who has to break through his fears. A child who shows the traits of a bully may be a child in desperate need of help, even psychiatric help.

In certain problem situations, children themselves understand each other far better than one would dare to expect. In a school where they learn to use their freedom under careful guidance, they show astonishing perception and understanding of each other.

One day, when a teacher was watching a group of nine-year-old boys playing with kites, one boy constantly excused his failure by accusations against the others. "They were unfair, they broke a rule, they lost their chance by poor play," he shouted at the top of his voice. When the

complaining bully was away, the teacher asked the other boys, "What is the matter?" They then replied, "Balan always behaved that way. We just do not pay any attention to him. That is the only way we can get along with him." Here was a fine practical analysis of a difficult situation.

A group of children had assembled near the entrance of a school. What had happened? The glass pane of the front window was broken. Who was responsible for it? It was Mohan, no doubt. He stood crying. He had been pelting stones just for fun. One stone fell right on the glass shutter of the windows of the front classroom. This was going to be noticed quickly because that is where the Head of the school takes his classes. A few of the boys shouted, "We shall help to pay for it." This was a matter of great relief to Mohan. This was the spontaneous response from the group to which he belonged. But this was an exceptionally good school where the children were trained in group loyalty and in bearing responsibility for others. There are two points to be kept in mind. There is a response to a drive within themselves that makes children work. Yes, we make a mistake when we underestimate children's understanding of their own and each other's frailties, and if we think they are blind even to our adult shortcomings, we are living in a fool's paradise. It is an illusion that we teachers and parents can cover our faults from children's innocent eyes with the garment of omnipotence and omniscience. Those eyes are not as innocent as we choose to think.

In some problem situations that arise, many parents are responsible for the difficulties that are encountered. There are all kinds of parents just as there are all kinds of children and just as there are all kinds of human beings. A free life at school and a nineteenth century discipline at home are a perplexing problem for any child. Parents have to make a leap from their own traditional childhood to the freedom they have approved in principle for their children. The parents are caught between two worlds. They cannot use the old ways with

their children and they are not trained in the new. When parent-teacher conferences are held, it is usually the mothers of the well-behaved children who attend. The fathers are so busy earning their livelihood, working in offices, farms or factories that they have no time for such conferences. The mothers of the well-behaved children come with the traditional question, "Is my son good at his studies?" They may often stop with just that.

In every school and college, there are pupils who are shy and withdrawn. Why do they behave that way? Why are some of them suspicious, cynical and doubtful of the motives of all they meet? Why are some belligerent, overbearing, noisy, seemingly determined to force themselves into places where they are not wanted? Why do others complain of physical ills when there is no observable basis for their illness?

The causes of serious behaviour disorders among school and college students are much the same as those found in other population groups. They usually lie in the frustration of one or more of the student's fundamental needs or in a conflict between any two of them. High in the list of such causes would be the failure to achieve academic goals set, the desire on the part of socially inadequate student to be popular in his school or colleges, sex frustrations and unstable conditions at home. Since loss of self respect underlies the majority of emotional disorders, it follows that any experience which bolsters one's feeling of worth is an aid in preventing maladjustments. It is undesirable and, at times, tragic for a person to try desperately to achieve success in a field in which he has little ability. In schools and colleges, intellectual limitations are rarely faced honestly by either the student or teacher. Teachers should know that certain students in their classes possess a limited mental capacity. Every human being, although he has much in common with his fellows, is unique in the patterns of his abilities and limitations.

Other problems that teachers have to deal

with seem very perplexing. A young girl in a boarding school studying in the third standard kept running to a girl in the tenth standard for company. As soon as the young girl whom we shall call "X" finished her classes, she would go off to "Y" in the tenth standard. She did not seek the company of girls of her own age. Very often, the older girl "Y" told the young girl "X" to go to the girls of her own age group. Then she would weep. She had developed a "crush", an adolescent "crush". Two or three teachers called "X" and spoke to her about staying with girls of her own age and to study with them. The elder girls "Y" also spoke to "X", the young girl. All these talks were of no value to "X". Days went by and the teachers began to talk of this as a problem that baffled them.

A new teacher who knew psycho-analysis joined the staff of the school. She heard about this. So she called "X" and had friendly conversations with her to find out her background. At first "X" was reserved and shy. Later, she started talking to this new teacher in a free and friendly manner. After several days, she revealed to the teacher that her mother had died when she was very young. Then her elder sister looked after her. Before "X" came to the boarding school, her elder sister became very ill and died. She found some resemblance between her elder sister and the student of the tenth standard. Her height, her facial expression and her voice resembled her own elder sister who she had lost recently. Now the teachers of the school began to see the whole problem in a different manner. They dealt with the girl in a sympathetic manner so as to win her confidence. And thus, the girl too was able to gradually understand her own self and promote her own growth.

Many teachers are troubled about thefts in their classrooms. When tracing thefts, they are puzzled by the fact that sometimes it is not the poor and the have-nots that steal but some well-to-do boys and girls. This is a serious problem—

the problem of kleptomania, picking up and carrying away objects that do not belong to you. This persistent neurotic impulse to steal is often found among boys and girls who are well off. Here again, the teacher has to be alert and sympathetic in dealing with such students in consultation with the parents. Cases of kleptomania must be thoroughly investigated before any blame is put on innocent pupils.

There are many petty disturbing situations in every classroom. It is not only by the sympathy and understanding of the teacher that successful solutions of problems can be found but also by his good humour. A good sense of humour is a great asset to a teacher. Many are the purposes it serves. It keeps the pupils alert and attentive because they never know what is coming next. When tensions are high, a humorous remark relaxes the group. This does not mean that irony and sarcasm must be used in the classroom. Good humour acts as a tonic to unite the teacher and the taught through a sense of enjoyment.

During a period of emergency, soldiers who had returned from the services were given a temporary teaching job in a country school. This particular class in the school had been without a proper teacher for teaching English for a few weeks. The boys were waiting to see the new teacher who was to fill this temporary vacancy. One morning when the bell rang, this soldier who had returned from service, entered their classroom with his notebooks, attendance register and a piece of chalk. Seeing him, the boys began to giggle and whisper. Then they started the song.

"Keep the home fires burning
While your hearts are yearning
Though your lads be far away
They dream of home
There is a silver lining, to the dark clouds
shining
Keep the dark clouds inside out
Till the boys come home"

The pupils of the class kept on singing and

expected that their new soldier-teacher would frown at them and scold them. But, instead, he started to sing with them. When the singing was over, he said, "Now boys, I find that you are interested in this song. I am going to write the words of this song on the black-board. We shall do our grammar lesson based on this, today." By this time the pupils were in a mood to listen to their new teacher. He was able to win them over. What could have been a problem situation was turned into a helpful opportunity. Laughing together, the pupils became one as a group. One of the great pleasures of teaching comes from those hours of your life which you have spent with the young, when you have felt one with them, when you have laughed with them. Those were happy times when you felt that every word you said was listened to with attention by a group of young people who were asking you questions and answering your questions and when you felt

that you were being driven by the energy created by them and that you were helping them to be stimulated to go in search for truth and knowledge. One of the means of establishing a rapport with your class is through good humour. Young people are often apt to consider their elders dull. The elders, on their part, may consider the young silly, lazy and awkward.

With a good sense of humour on the part of the teacher, understanding and sympathy are created, which, in their turn, bring about a certain degree of oneness.

I don't suppose all of us who have worked with young people, or all the parents who have cared for them, know everything about children or ever will. All we can do is to try to penetrate the mystery, veil by veil, and piece out our meagre knowledge with common sense and wholesome nourishing love.

V

I Watch My Mental Health

"There are three vitamins in education: to study, the love of study and a realisation that study by itself is not enough."

"I can go on no longer, I am on the verge of a breakdown. Doctors tell me that I must go away somewhere for a change. But I cannot afford to do it. What can I do?" said a tired teacher to his colleagues in the staffroom. He had been teaching Mathematics to high school boys for a long and continuous period of twenty-two years without any break and change. It is obvious that to spend six or seven hours daily in the supervision of young, eager, and self-seeking students involves considerable drain upon a teacher's nervous energy.

There are some causes of excessive fatigue in the life of the teacher which can be adjusted if the community or the educational system helps. First among these is the size of the class. Most parents feel exhausted dealing with two or three young ones continuously. But the harassed teacher has to handle thirty to fifty active young people and keep them reasonably busy and interested. J.F. Rogers makes the following remarks about this: "The successful work of the teacher requires the understanding of, and ability to manipulate 30 to 50 infinitely complicated machines with various

capacities for work in each subject. To change without notice, from day to day and from hour to hour and each affected more or less by surrounding conditions, is difficult."

The matter of the teacher's physical health is very important. Only a physically healthy teacher can have wholesome mental health. There may be some illness or sensory defects which rob him of energy. There is much need for rest and relaxation for every teacher. Physical disorders account for failure in teaching in some cases. Whereas in others, personality maladjustments, caused by environmental and social factors, account for failure. An oft quoted statement by Townsend reflecting his studies of maladjusted teachers in a number of cities in New York State, is even more startling: "The chances are seven to one that a child in the course of twelve years of public education will encounter at least two such maladjusted persons in a teacher's position." The reference is to persons who are unstable and neurotic, if not actually psychopathic. The emotionally unstable teacher exerts such a detrimental influence on children that he should

not be allowed to remain in the classroom. A teacher with an uncontrollable temper or one severely depressed, flagrantly intolerant, bitingly sarcastic or habitually scolding, may endanger the emotional health of pupils as seriously as one with tuberculosis or some other communicable disease, endangers their physical health. In whatever way we may look at it, the mental health and occupational adjustment of the teacher are very important for social welfare.

Economic problems due to low salaries play a part in reducing the mental health of the teacher. A teacher who is lonely, without friends, who has a long daily association with children, without sufficient contacts with adults, may lose out in personality adjustment. One who spends so much time with children, without adequate contacts with adults, may grow arrogant and domineering, according to Belkows. He describes this condition as an "occupational disease."

Studies have been made to find out what the teachers worry about. Some of these studies reveal that many teachers have persistent worries, intense enough to interfere with sleep, efficiency as a teacher, or health. They have reported causes of worry, in order of frequency as follows: financial difficulties, economic problems in general, serious illness of relatives or friends, unsatisfactory progress of pupils, matters of personal health, deprivation of normal family life, disciplinary problems, rating by supervisory staff, possible loss of position, being unhappily married or religious problems. Many of these worries are shared by a great many human beings, no matter what job they hold. But when considering the mental health of teachers, it is important that their energy and well-being are not robbed by these disturbing factors, for they touch the lives of human beings in their formative years. The influence of teachers is even greater in these modern times when large numbers of children go to schools and colleges instead of the few that had the privilege of education previously.

The causes of arrogance and domination, of worry and anxiety, may sometimes be found within the teachers' own personalities. These arise not only from their immediate environment but also from the experiences of infancy, childhood and adolescence.

Some teachers have a perfectionist attitude which results in over-conscientiousness toward their work and toward life in general. The perfectionist shows a blind conscientiousness, a type of conservatism, usually somewhat puritanical, which makes it difficult for him to live a normal, healthy life. He feels obliged to concentrate on his professional responsibilities at all times, so much so that even a brief period of relaxation seems to him a sign of weakness. The perfectionist looks with surprise at other teachers who may join students in their games hour. He seems unable to cease to be a teacher at any time during his association with students and even with colleagues or friends. He feels the compulsion to be dignified at all times. This type of teacher is incapable of relaxing and resting properly. His work is carried over into all other times of the day. He takes his work home. He is worried and troubled about his inability to help some student in his reading or some other student in his composition.

In a high school or college, a certain amount of inattention is to be expected among the pupils because of the carry over to the classroom of adolescent interests and activities. The teacher may worry about not being able to prepare lessons which will thrill the students and excite their interest throughout the working day. This overemphasis upon perfection may prevent the development of wholesome mental health in a few teachers who are otherwise well meaning and earnest. These activities which induce tension and fatigue are actually in many cases symptomatic expressions of insecurity. This persists as long as standards are defined by perfectionist ideals, instead of being based upon the realistic

facts of what can actually be done.

Some of these teachers accept such a great deal of responsibility for their dependents that they have to carry heavy financial burdens and worries. Outside obligations such as household responsibilities and taking care of sick relatives, lead to nervous exhaustion, causing loss of energy, and interest in life. Some of them, under these circumstances, show traits of aggression, inferiority and resistance to authority.

The actual work of teaching makes many demands upon the mental health of the teacher. The intensity of human relationships with eager, self-seeking children and adolescents, is a great source of fatigue and tension. Many teachers have a great deal of anxiety and frustration in their lives. Their difficulties are likely to be rooted in attitudes which have their origin in childhood associations with parents and other adults. Many of these over-conscientious and worried teachers are unusually intelligent and have the highest professional ideals. But they require help and advice from supervisory staff. They may correct their own defects and solve their own problems through a process of self-analysis.

Some of the questions any ordinary teacher may ask himself are "Do I like myself? Do other people like me? Do I accept myself? Do I accept others who come under my influence?" A person who likes himself and who likes a large number of people who come under his influence, tends to have the proper equilibrium for the maintenance of mental health. Self-respect is the cement of mental health. A man with self-respect will not stoop to do things that may cause undue anxiety and threats to him.

Mental health means not just absence of mental ailments but positive good feelings. The way in which an individual responds to any experience is determined, to a considerable extent, by his frame of reference. This frame of reference is determined by his attitudes and his mental health. In order to be wholesome mentally, it is necessary that the teacher has respect for his own personality and for the personalities of others. He must recognize the limitations in himself and in others.

Life is a series of tension producing experiences. In a teacher's life, there are these tensions like in the lives of all other human beings in various occupations. A man solves one problem only to face others. This goes on all through life. But a person who has an integrated personality and sound physical health, is able to deal with these problems without sinking under them. In order to build up such a personality, it is necessary that the physical needs of the person be met. Adequate food of the right type, fresh air, exercise and sleep are necessary. In addition to these, his emotional needs must be met. He must get the sense of security that comes from having people who love him and care for him. There must also be people whom he can love and respect.

He must also have a sense of mastery of achievement in his work. When chances of promotion in his work are overlooked for a long period of time, a teacher is bound to feel frustrated because he does not get this sense of achievement.

Above all this, he must develop a philosophy of life either based on his ethical standards or his religious foundations. This will enable him to integrate his life and develop a wholesome personality.

VI

I Find Time for Reading

"Little reading, much thinking, little speaking and much hearing, that is the way to be wise."

"I am too busy to do any reading. I have my notes that I prepared ten years back. I find them useful. So I go on teaching," said a high school teacher to one of his colleagues.

"Many of my pupils are preparing for competitive examinations in general knowledge and they keep coming to me for help. So I must read and I find time for reading. It stimulates my thinking," replied his friend who is teacher in another school.

One often hears the saying, "Stop teaching, when you cease to be a learner." There is no one who needs to read more than a teacher, not only because he has to collect a great deal of information about this rapidly changing world, but also because new ways of teaching and dealing with pupils have to be acquired.

Many teachers, especially those teaching in elementary and primary schools, read very few newspapers and journals. Their thin purses and low salaries do not permit them to subscribe even to the daily papers and cheap magazines. They have to depend on the school libraries for obtaining their reference books or for reading newspapers. In some schools, there is no proper library and if there is one, the books are neatly placed in book-

shelves and locked up for fear they would be lost. There may be a teachers' room but very often there is not even a newspaper on the table. There is no spare copy of the newspaper to be put in the teachers' room or if there is one, it is not well displayed. So this lack of newspapers, either in the local or any other language, is evident in many a school that one visits.

There are very few teachers who have developed a taste and loves for reading. If a teacher has a few spare moments, these are spent in idle gossip or in expressing the grouse that the teacher feels towards the management or the pupils and, thus, the time flies. But it is important that love for reading be developed in children, all through their educational life. There should be a period when they may visit the library or read what they like. A browsing room where pupils may spend a little time each day reading books or newspapers, is a great asset to a school. If the teachers are interested readers, this influence will be felt by the pupils. References may be made to up-to-date books by the teacher. Interesting extracts may be read to the class whenever such references are possible.

"I read a whole collection of poems, because my teacher used to read quotations from these in our classes in language," said an eager and interested student. Among the many teachers who leave Training Colleges, there are some who never grow in knowledge or efficiency. They remain at a level from which they slowly deteriorate, their mental alertness declines. Their fund of knowledge of up-to-date events is also limited. Very soon, they themselves are out-of-date, capable of teaching only what they learned when they were at college or school, at a lower efficiency level than when they started out on their teaching career. In *Alice in Wonderland*, when Alice was going round the various passages of the strange place, she got confused and wondered how she might find her way. She said to one of the animals, "I have been running all this time but now I find that I am in the same place from where I started." Then the animal said to her, "In this country, we have to run very hard to stay where we are." Is this not true of all who have taken up teaching? Even to stay at the level at which people are, they have to work very hard. If a teacher does not read, he will deteriorate. Even to stay at the level of efficiency which he had at the time of leaving the Training College, he has to work hard, he has to read much.

Reading, as I have indicated so far, is not merely reading in order to add to one's information. One may collect a great deal of information from hearsay. "Of education, information is the least part," said Mathew Arnold. Information is necessary but it is not enough. Attitudes, ideals, interests and all that go to make a person an integrated personality, are formulated and modified through his reading.

A newspaper is highly informative as well as valuable in developing one's mental capacities and one's powers of analysis and discrimination. Newspapers are both instructive and real in the sense that they deal with what is happening in one's own country and in other countries. There

is not only a great deal of information in them for every resourceful teacher but also a great record of events and happenings useful from the point of view of every growing citizen. Writing for newspapers is an art. Some of the best editors have given to the world their ideas in beautiful language which makes an appeal to the aesthetic sense of every individual who reads. Every teacher, as far as possible, should be able to subscribe, perhaps jointly with some others to the daily newspapers.

A teacher should read not only the daily newspapers but also some magazines which give him a fund of general knowledge, of people and things apart from affairs relating to his own profession. In these days of rapid change, many new things are being discovered. Much is written on new developments in the fields of arts and sciences with which the pupils must become progressively familiar. Even the vocabulary of the man in the street is changing in relation to inventions which have brought the countries of the world closer. Many pupils in schools and colleges ask questions relating to these. A teacher must not only show professional growth but also growth in understanding the affairs of everyday life.

Reading by a teacher does not mean just picking up any paper or current magazine that comes his way. It means a process of selection along his line of interest and understanding. It also means a steady reading of one paper, understanding and becoming familiar with it. One has to get to know a newspaper just as one gets to know an individual with his idiosyncrasies. A particular paper has a point of view to put before the public and this point of view must be understood and appreciated by the reader. It is only by reading the paper day after day that one is able to know and appreciate it.

One may obtain much relaxation from reading newspapers and magazines. Some public libraries where people drop in and read at leisure, are a

source of relaxation for the people living around. In some of the libraries of the West, they have what is known as a "Browsing Room" in the library. This is where people go to read for relaxation. There are many magazines and illustrated weeklies that people may turn to for reading for relaxation. Even reading from the joke columns, and laughing, would be a source of relaxation for many a tired teacher experiencing tensions and difficulties.

Every teacher should try his best to collect books pertaining to his subject and build up a small library of his own. He should try, as far as possible, to collect the latest books in his own field of study. His interest in books will be a source of inspiration to his students and to his children if he has a family of his own.

It is not enough if a school provides an adequate library and reading facilities for the staff. A habit for reading must be created. This habit cannot be taught but it may be caught. The influence of colleagues who frequently read and make references to events and personalities in the newspapers will act as an inducement to others who have not formed this habit. It is a great asset to a teacher to be well informed. Only a well informed teachers can be a resourceful teacher. For the professional growth of any teacher, no matter what class of pupils he comes in contact with, it is necessary that he should read, and read wisely, current periodicals, journals and newspapers. The present trends are more and more

towards the development of the school as a community. It is necessary, therefore, that the teacher should read about current events and be up-to-date in his knowledge of every-day happenings. Not only should a teacher be a reader of current journals and magazines but also one capable of evaluating what he reads. If a teacher contributes an article or two occasionally, his interest in reading the daily papers will be further aroused and maintained. The very process of writing an article for publication is an invaluable educational experience for any alert teacher. Language must not be a barrier in this. Provision should be made for the teacher to write in his mother tongue or any other language in which he can express himself clearly.

The teacher's work is an up-hill task. He has to prepare his lessons and teach about five or six periods a day. Some teachers have to attend to games and other extra-curricular duties. A teacher has to correct the written work of his pupils, keep in touch with the latest trends in education and, lastly, to extra tuition work after his day at school, in order to supplement his meagre income. He needs recreation. He must also provide himself with the necessary amenities of life. If the schools posses libraries, well equipped with books and papers on a variety of subjects and with the right atmosphere for reading, it will be an added inducement to the teachers to read. Only a teacher who reads and who enjoys reading can inspire others to read.

VII

The Thrills and the Shocks

"Men rarely succeed in changing the world but a man seldom fails of success if he left the world alone and resolves to make the best of it. It is always easier to climb a mountain than to level it."

"I am thrilled with the class I have been teaching, for the first time in my life," said a young teacher of Geography. The pupils were interested and responsive.

Dozens of prospective teachers have been interviewed by me. They have been asked the question, "Have you experienced any thrill in your work as a teacher?" Many have said, "No." What thrill can there be in teaching? What is in a text you present to a group of pupils who look at you, while their minds wander? The wriggling, inattentive pupils who wait for the bell to ring to run out of the classroom have given us nothing but "shocks" they said.

"We come to these classes to get our attendance and not for anything else," said a group of students as a teacher walked by. The teacher was shocked! Was it her subject or her method of teaching that made them say this? She was an earnest worker. She was anxious to do well but found she was not succeeding. Her preparation was not thorough. She could not solve the problems and difficulties of the students. Their questions remained

unanswered.

During her teaching, only one voice was heard and that was her own, talking in a monotonous manner.

The thrills that come to a good teacher are many! The good teacher finds pleasure in the human relationships of the classroom. He finds joy in the delightfully frank and friendly responses of the children to his kindness and encouragement. There is rich personal satisfaction in the appreciative attitude of the young.

Some experienced teachers possess a source of sustaining interest as they hear from their former pupils from time to time and learn what has happened to them during the passing years.

The shocks that come to a teacher are many. The greatest shock that can come to a good teacher is when he finds a bad pupil coming out from his classes in spite of all his attempts at good teaching. Can good teachers produce bad pupils? This is the crucial question one may ask. The bad pupil is the product of an environment and situation not entirely under the control of the good teacher.

The part played by the teacher, though significant, is only a fraction of the total factors that go to make him a problem pupil.

One of the biggest shocks that can come to a person taking to teaching is the lack of advancement, lack of sense of goal, absence of increased ability and opportunities to use special abilities, which usually accompany merit and experience. Salaries are low ordinarily. In some institutions, they do not offer any range of salaries. They seem to operate on the assumption that all teachers are the same and all teaching jobs alike.

The thrill that comes to a teacher by the early identification and stimulation of able students from the low socio-economic status of their homes is great. "X" is an example of such a student from a poor background in the slum areas of a city. His parents were not educated. He could go to a school only because the school was situated near his home and he did not have to pay any fees in this school. In every class he studied, he was one among the best ten students. Environmental poverty did not prevent him from having the desire to rise in life. He worked hard and finished school in a distinguished manner. When a survey was made of pupils from low-income groups attending college in the city, "X" was one among them. The teachers who taught "X" were thrilled to find his name in the list of outstanding students. The teachers who can discover effective techniques to stimulate ambition in students will reap the "thrills," that are the rewards.

Television will increasingly become a tool in the educational process to give the teacher and the pupils the necessary "thrills", in learning. Through television, the pupils develop more and more restlessness to experiment with the new and hopeful. Flexible classes with flexible scheduling will become more effective. Through television, the students can see their lessons in a new dimension. Visits to individual plants and field trips will add to the richness and variety in teaching.

Experiments in excellence should go on at all

levels of education and talented students should be recognized at an early age and given guidance and counselling in planning their educational programme and in choosing college and university work. Multiple class teaching, supervised correspondence courses, electronic and human aids, the sharing of specialist teachers by different schools and flexible scheduling will become more common. Preparation of learners' guides by teachers will enable students to study by themselves under direction. Apart from learning the subject matter, their personal growth in self-discipline and ability to work together should also be considered as a measure of achievement in education. Tape recording of lectures and instructions is also useful as a measure of economy of effort.

A student's strongest recollection of school or college usually concerns the individual help he received. Therefore, even when numbers increase, help must be given to individual students.

"I have only met my teacher in our class of thirty-five. I never even got the chance to meet the principal except at the time of my admission. His door was always closed. Unless you got into terrible trouble or belonged to the student council, you didn't meet the principal," said a young man, who had spent four years in a college. This type of teacher-student relationship, or principal-student relationship will not bring about the necessary influence of the teacher on the taught. Good teacher-pupil relationships bring their dividends in wholesome personality development and good discipline in every school and college.

Where do we find the teachers of tomorrow? How do we retain them once we have recruited them? How does education meet the competition of professions offering larger salaries and greater prestige? In the face of these crushing problems, there have been cries of anguish from teachers. They consider betterment of salaries as one solution to the problem. Perhaps the solution is more complex, involving new methods of

recruitment, new approaches to Teachers' Training and new roles for the teacher. For many young men and women, the choice of teaching as a career seems to demand a rejection of the dominant values of their society. To make the break calls for a high degree of motivation and dedication on the part of people who have alternatives open to them. Recruitment of teachers and their internship programmes, as experimented by Harvard University, are exceedingly valuable. The future will be bleak if we are unable to recruit and support gifted young people in this vital profession. A system of "earn while you learn," makes a teaching career feasible financially for students who cannot otherwise afford higher education.

One of the greatest shocks that a teacher gets may be from his own pupils, somewhat like the following. A graduate who had come out of a university remarked bitterly: "When I left my educational institutions, I had no skill that would enable me to earn a living, no sense of responsibility to the society, I was to enter and no belief in myself or in a God."

How are we to promote the values of a liberal education in a technological age? What should be the role of the schools in promoting moral values and how do these relate to the moral values of the surrounding society? How are the schools to give a sense of community to our future citizens?

Give the children a habitual sense of greatness—this is very important in leading them to develop their personality.

It is not only the teachers who teach, but also parents and other members of the family and also members of the community. As children grow up, they ask numerous questions because the world is all new, strange and bright. If they ask a question at the wrong time, we should not stop them with a rude answer. Instead, we must give them the answer we know. For example, they may ask, "Where does the rain come from?" You may give them the answer you know and promise to tell

them more. It is good for young children to think that you like learning and that you find the world a place to enjoy, not a mere factory to work in.

The teaching that young children receive from various sources can be either a help or an obstacle in their total process of learning.

A young boy named Ramu was studying in a high school near his home. His mother was busy earning a livelihood with the help of some friends with whom she carried on some business because her husband had died and she had to support herself and her son. The boy was doing fairly well in his studies but as he grew up to be an adolescent, he came into contact with other adolescent boys who were not keen about their work in school.

They formed a little gang and went about stealing things and troubling people. The teacher who taught him had paid no attention to his problem behaviour. The teacher did not check him or give him any advice. One day, Ramu was caught by the police for some theft in the town. Ramu was the leader of the suspected gang. He was arrested and put into jail.

His mother heard about it and went to the school to inform his teachers about his arrest and imprisonment. He was jailed for a few months. His mother and class teacher went to see Ramu in jail. They got permission from the Superintendent to see him. Ramu was told that he was going to have two visitors one afternoon. He asked the Superintendent who the visitors were. The Superintendent replied that the visitors were his mother and his class teacher. Instead of being happy at the prospect of seeing his mother and his teacher, the boy said in a stern voice filled with emotion, "They are the last people I want to see. They have not checked me or disciplined me when I was going the wrong way." He refused to see them. The teacher was shocked. The mother was also shocked at the response of the son. Failure to give the correct type of discipline at the right time had put the boy in great difficulties.

VIII

I am Glad that I Stuck It Through

"When we come to study the great careers of mankind and mark the lives that have counted most in human history, they have not been those who were seeking material rewards. They have been generally persons with a mission of service to their fellowmen."

The teacher has a peculiar job. It is easy in some ways, and in others, it is difficult. "Leisure is one of the great rewards of being a teacher," said an experienced teacher to a hard worked business executive. But the teachers' chief difficulty is poverty. Many teachers give up teaching on account of this. The teacher belongs to a badly paid profession. He cannot dress and live like a workman but he is sometimes paid as little as an unskilled labourer. There are some big prizes at the top of the profession and a few lucrative side lines but the average teacher in every land must be resigned to a life of genteel poverty. Where wealth is admired as a symbol of success, this is a heavy sacrifice to make. Sometimes, this is partly compensated by the rewards of prestige and respect. Nevertheless, the job is secure, since there will always be young people who need teaching. Many bad tempered teachers were really nice people, soured by years of anxiety and financial worries. Thousands of young men and women, therefore, give up the teaching profession for other walks of life.

The man or woman who is deeply interested in young people and in the subject of their choice, finds teaching very rewarding, in that the teacher is using his mind on valuable subjects and having interesting human contacts. The teacher gets the incomparable happiness of helping to create human beings. To teach a boy the difference between truth and falsehood, to start him thinking about the meaning of poetry or patriotism, to hear him discuss with you the facts and arguments you have helped him to find, give the sort of satisfaction that an artist has when he makes a picture or a doctor has when he hears a sick pulse pick up and carry the energies of new life under his treatment.

Some teachers, however, seldom or never have this experience. They complain of the poor financial returns. They say the boys and girls hate them. Often they hate the boys and girls. Over a period of years, their hatred builds up a barrier which they can never break down. It is natural for a student to resist his teacher sometimes. It is healthy and it can be invigorating for both. The best works of art are created in difficult media. It

is harder to shape marble than wax. Yet when the resistance refuses to break down, and hardens into hostility, and when the teacher finds the same hostility, year after year, there is something wrong, somewhere. Sometimes the pupils are wrong and sometimes the teacher is wrong. Sometimes there is a deep-seated dislocation, somewhere in the community to which both of them belong. This is a rare trial for the teacher. It is bitter to be poor but it is torture to spend your life's energy, year after year, trying to awaken understanding and appreciation of genuinely important things in what seems to be a collection of unruly pupils. But this is more likely to happen to bad teachers.

If you do enjoy the company of young people and enjoy the subject, it will be easy to teach, even when you are tired, and delightful when you are feeling fresh. You will never be at a loss for a new illustration, for a topic of discussion or for an interesting point of view. Even if you make blunder, as every teacher does, if you forget a formula, or get mixed up, you will not need to bluff your way out. You can admit that you have forgotten or you can even ask the pupils for the correct word without sacrificing the respect and attention of your class. For the young do not desire or expect you to have omniscience. They demand sincerity. It follows from this that if you are going to be a teacher, you must choose your subjects carefully. Many teachers have to take classes in subjects in which they have not specialized. This type of selection of a particular subject and adding to your knowledge of it, enables you to stick to the profession and find interest and enjoyment in teaching. There are some who go on vaguely teaching what they can without continuing to learn further or specialize along their line of interest. They wake up at the age of forty and look around to discover that they have no really solid interest, no book in the making and only a vaguely defined reputation. How often you have heard it said that "I might have written a fine book" but that it had been put off until it was too late.

A man can learn more and more about his subject and as he learns, he becomes a better, more richly equipped and more stimulating teacher.

One of the great essentials of good teaching is to like the pupils. If you do not actually like the boys and girls or the young men and women, give up teaching. It is easy to like the young. The young may be ignorant, shallow or inexperienced. But these faults can be overcome. The really hateful faults are those which we grown up men and women have. Some of these grow on us like diseases and others we build up and cherish as though they were virtues.

A teacher must not only like the young because they are young, he must enjoy their company in groups. There are many more pupils than teachers in the world, so the average teacher must spend several hours a day with a collection of about ten to thirty or more youngsters. Unless he likes groups of young pupils, he will not teach them well. It will be useless for him to wish that there were only two or three or that they were all more mature. They will always be young and there will always be lots of them.

In certain institutions, and given certain special conditions someone who hates large groups and is nervous among young people can still be accepted and admired as a teacher. A scholar may not sometimes know how to teach and may be embarrassed or repelled by a youthful audience, but if his knowledge and his reputation are distinguished enough, he will hold the attention of a class even when he himself is dull and inaudible. Many of his students will go away stimulated not by his teaching but by the excitement of contact, however remote, with a distinguished mind. Many of the world's great universities have such scholars. Their classes sit silently eager and attentive. I have never heard Dr. C.V. Raman speak. I do not believe he would put much vital energy into teaching but I would go to hear such a man lecture. I know I would

learn something from it. But for most of us, it is essential to enjoy the conditions of teaching, to feel at home in a place containing twenty or thirty young people and to make our enjoyment of this group feeling, give us energy for our teaching.

Every profession has its atmosphere, it setting and those who practise it, must feel at home there. If you do not enjoy the prospect of facing the young in large groups, if you prefer working in a laboratory or reading in a library, you will never be a good teacher. Remember, you must not shield yourself against the energies of the young. You must not be the policeman watching the mob. You must be the leader of a group—something higher than the actor with his audience, something lower than the priest with his congregation, something kindlier than the officer with his unit. You must always feel what the orator feels when he addresses an audience, partly friendly and partly docile, and when he senses that the audience is with him, such a man is borne upwards and swept onwards by energy which flows into him from outside, from the group of which he is the heart and the voice. The good teacher feels that some flow of energy is constantly supplied by the young. If he can canalize it, he will never be tired.

But now a days some pupils terrorize the teachers. A pupil who is punished, may attack the teacher or waylay him after school or bring in a big brother to avenge the insult. One hears of school teachers who were literally terrified of their pupils and sighed with relief when the bell rang and they were released from intimidation for another day. There are such boys and girls in

some schools and teachers who would rather give up teaching.

Only a growing teacher can go on. When you stop learning, you must stop teaching. As the years go by, every teacher has to find new interests in his profession by joining teachers' associations reading new books relating to his field of study or make use of sabbatical leave for further studies and travel (if such facilities are provided by the institution to which he belongs). Only if you are sure you are finding new satisfaction in the job, you can stick on to it happily. Financial rewards like increments and promotions act as tonics to many a weary teacher who being to feel the monotony of his job.

There are millions of people in the world today who hate the jobs on which they spend their lives. They, therefore, do the minimum work. There are thousands of teachers who teach the same subject in the same way, everyday. They have a job they hate. They perform it grudgingly and inefficiently. They, thus, make it difficult for themselves and for everybody associated with them. But it is terrible situation when a teacher whose job is to awaken young minds to a valuable subject, shows his pupils by every gesture, by every intonation of his voice (and remember, young people notice such things very quickly and sensitively) that he thinks the subject is not worth learning and that learning anything whatever is a waste of time. So the important point to keep in mind is that every teacher wishing to continue in his work must find new satisfaction in his job and must keep on growing. That is the secret of sticking to the job and finding happiness in it.

IX

New Horizons

*"There are teachers who teach, who are forgotten,
There are teachers who teach, who are forgiven,
There are teachers who teach, who are hated,
There are teachers who teach, who are respected, loved and remembered."*

Rapid changes are taking place and the implications of all these changes for education stagger the imagination of all educationists. Today's boys and girls will be inhabitants of a global world. In the words of Ralph Baston Parry, they are going to live, "In a greater world embracing the whole earth and its inhabitants and their lives must be organized in the same proportions." Mankind today stands at the crossroads of history, confronted by a deep and momentous decision as to the direction it will take. If the choice is towards mass annihilation and world suicide, all schools and colleges might as well be closed and the boys and girls handed over to the experts of destruction. If, on the other hand, mankind wishes to move towards a better world community established in peace, justice and freedom then the schools will have a tremendous role to play. They will be called upon to develop a new kind of individual—a person with world horizons, capable of living effectively in a world community with millions of neighbours. For such an education, all means must be used to

develop loyalties not only to one's family friendship groups, community, state and nation, but to the whole world. The world may be full of confusion, conflict, change and crisis, but in it the citizens will need to develop co-operation and understanding. Education must be used as an instrument of international understanding as well as of national unity.

In these circumstances, teachers in schools and colleges must see more, read more, think more and understand more than the average man and woman of the society in which they live. They must know their subject well and must keep on learning more of it, but in addition to that, they must know more about the world, have wider interests, be more enthusiastic about the realm of ideas and the inexhaustible pleasures of art and have a keen taste for that which is aesthetic and beautiful. They must spend the whole of their careers widening the horizons of their spirit. The world is changing rapidly. To catch up with this rapidly changing world, it is necessary that they widen their horizons, and keep on widening them.

The world of today and tomorrow is one of uncertainty and apparent lack of stability, where the future is always unshaped and only dimly apprehended. We have to learn to live in the midst of constant change and yet not lose faith. Here then, is our educational problem.

Our society is undergoing rapid change at an accelerating pace. It has been estimated that the total sum of man's knowledge has doubled in the last ten years and it will double again in the next ten years. There has been great development in atomic power and in the journeys into space. There is rapidly expanding electronic technology resulting in T.V., computers, transistor radios, intercontinental T.V. transmissions, the electron microscope and automation. Great advances have been made in Chemistry and Metallurgy resulting in the development of myriads of different plastic and new metallic alloys as well as insecticides, fertilizers and disease controlling sprays for agriculture. Amazing progress has been made in medicine with the control of almost all infectious diseases by antibiotics, so that they are no longer a major cause of death. There have been remarkable social and political changes. New nations have come into being. There has been a virtual elimination of distances as a barrier to contact between nations and a growing demand for universal equality of opportunity.

The kind of educational system that is adequate for the adults of today, will not be adequate for their children or grandchildren. The population of the world is increasing rapidly. In the overcrowded world of the future, we must develop new social patterns—and even new individual characteristics—if population pressures are not to become too painful. We must expect more conformity and discipline and perhaps less individual freedom, more good neighbourliness and “togetherness” and less selfishness, more equality and less class distinctions and less disparity between the rich and the poor. We find that a possible outcome of exposure to clashing

value systems is confusion, bewilderment and even breakdown. But the separation between different countries and different people will diminish even further as closer communication by travel, by radio, by television is facilitated and differences in national habits, customs and dress will be steadily reduced. The complexity of social organization and of government will increase considerably and there may be great social tensions. Only by education can we hope to solve the growing problems. Industry, commerce, agriculture and the machinery of government are demanding more and more highly trained people. In the highly industrialized countries, several new trends are apparent. Parents are showing greater educational aspirations for their children.

There is a growing acceptance among people for the concept of “continuous learning”. Life and education proceed inseparably from the time one is born until one dies. Many people have considered education to be something that you worked at for a number of years, until one day you stop it and begin the job of living. If the concept of “continuous learning” is accepted, then education is lifelong. It will help to develop those qualities of the mind—mental discipline, flexibility, discrimination, critical ability and objectivity—that distinguish a trained intellect from an untrained one.

We have, therefore, to see that students are “taught to think,” not merely to remember. A sense of responsibility has to be developed. Knowledge without responsibility, learning without wisdom can be a dangerous thing. Democratic government depends a great deal on a deep sense of responsibility.

School often tends to separate children from life. Formal education should be a part of life, a part of living and is an important but difficult objective.

In Britain, one highly successful approach to tertiary education has been a course extending over four years, where a student alternates between

an institute of learning and an industrial or commercial establishment. For example, a student spends six months at college, then six months in a factory and then six months back at college. In the U.S.A., a similar method has been developed using what are called "cooperative courses." In the U.S.S.R., a move was made some years ago to ensure that at the end of their secondary schooling, all students went to work for two years. Those who proved themselves to be hard working, serious minded, responsible and capable, were then recommended for admission to tertiary education. The general idea behind all these approaches is to relate tertiary education more closely to the professions for which it is training. To develop social attitudes in students appropriate to the professional sphere that they will be entering and to confront them at an early age with real responsibilities. In a world in which technology is the key to material progress, we must expect more and more emphasis to be placed on technical education.

Any satisfactory formal education should achieve at least three minimum objectives. Education should provide the student with the fundamental knowledge and basic skills that he or she will require as a working member of the community.

Secondly, there is the social objective. Education should aim at integrating the student with the society in which he will work and establish the ethical and moral standards that will guide his decisions, give him a sense of social responsibility and develop some understanding of the philosophical, political, economic and technological basis of his working environment.

Thirdly, there is the cultural objective. Education should help the student as an individual to be more self sufficient, to develop more inner resources and to lead a rich and rewarding life.

No man, in about thirty years' time, will be considered educated if he cannot understand something of the science and technology that

have produced the age in which he lives. He must understand something of the fundamental principles that govern the operation of the numerous mechanical contrivances that have been devised to reduce his manual labour. If scientists and technologists are not educated more broadly in the Humanities, the mechanized world of the future with its associated problems, will be a miserable and unhappy place. Even at present, while industry is becoming more and more efficient, our social problems grow more and more desperate. This would seem to indicate that the humanistic side of education needs far more attention than we give it today. The ideal approach is to recognize that any subject can be taught in a liberal fashion.

One of the important aspects of today's life to be considered is the speed of modern progress which has raised new problems. Professional people will need much re-training to help them keep pace with the developments in their specialized vocations. New courses may have to be started for those jobs which have been rendered obsolete by the latest technical advances and the increasing leisure time available. As affluence increases and automation extends, it will become important to provide increased education for leisure.

As far as buildings used for educational purposes are concerned, more economy will have to be exercised. Buildings used for formal education during the day may have to be used more and more to meet the demand for instruction in evening classes.

Some affluent nations are going ahead in the pursuit of knowledge faster than the developing nations. Should not more assistance be sought in the field of education for exchange of ideas and practical skills? But when dealing with this, one must be particularly aware of the damages involved in transferring successful methods for solving certain problems in one country to a quite different environment in another country. There

should be some methods of improving training and directing dozens of dedicated people drawn from remote villages who will carry the torch of literacy back to their unschooled neighbours. Will such trained teachers be more effective than highly trained teachers from the city?

Whatever the problems that education may pose in a country, let us stress the necessity of planning for tomorrow. This is an exceedingly difficult task that will stretch our imagination to its limits. Whatever we may predict for the next twenty years, we may be underestimating.

The educational horizons are wide and limitless. The obstacles that stand in our way are many: Lethargy, conservatism, lack of funds, the rigidity of established organisations, widespread distress of intellectuals and the increase in population. In the background of these widening horizons, every student should be educated to the full limit of his ability.

Certain ethical values in keeping with co-operative living will also have to be developed. We cannot press buttons to find correct answers to ethical dilemmas. The dreadful possibility of human annihilation that most human beings face, should spur us on to discover the right values and to propagate them. Teachers and educators may be enabled to perceive and to act, so that theories become operative concepts which when applied, can make a prodigious difference in everyday performance. We have to pay due attention to values in regular courses of study. This may be an indirect approach, but it is effective. Teachers, for example, when teaching Literature, encourage students to become aware of friendship, love, sacrifice, service, courage etc. Aesthetic values may be taught through the arts, economic values through business, love of truth and accuracy through scientific studies. Value judgements are being conveyed to the pupils by teachers all along even when teachers who communicate them are unaware that this is what they are doing.

Certain projects may be undertaken for direct

ethical study. The human race has not only great disparities but also surprisingly common problem and common aspirations. The grim truth is that nothing less than the life of mankind as a whole is now in precarious balance. Values are the most neglected problems of education. We have, therefore, no choice but to bring the nature and meaning out of the shadowy background into the limelight of sustained concern on every level of learning, from kindergarten through university.

We see as our great goal, a world civilization and an educational system which support human dignity for all races, castes and classes, self-realization, the full vocational, civic and social co-operation and service. In reaching this fundamental goal, we must understand and commit ourselves to the proposition that education is the primary instrument of social change and social welfare. This recognizes the individual as deserving of utmost fulfilment. It recognizes further that individuals are social beings who attain fulfilment in maximum co-operation with, and service to, other social beings. We are passing through a time of crisis. A time of crisis is a time of opportunity as well—opportunity to project fresh, bold objectives that can arouse our profession into concerted, adventurous, far-sighted policies and programmes. Our purpose as educators is to channel and release the full resources of education for the creation of a world civilization, one that is capable both of preventing destruction and of providing the peace that men everywhere crave.

Education today faces a thrilling and unique opportunity to enlist its energy in the effort to create a new purpose for the emerging age—a purpose radical and revolutionary, impelled both by the portents of disaster and the hopes of a technical and cultural renaissance.

Education could contribute magnificently and eloquently to the emergence of a unified human race that regards itself as a single whole. While respecting and encouraging variety and plurality

within that single whole.

Above all, the young students who leave our schools and colleges must have the vision of a better world. This would include man's "ultimate concern." His ever restless quest for the meaning of life and existence. This dawning age of space beckons man to stretch further and further out of this puny planet into the great universe. It stimulates his primitive sense of awe and mystery, creating a mood with a sense of wonder tempered by despair at the ultimate incomprehensibility of space and time. We human beings are like characters in Barrie's play *The Admirable Crichton*. When shipwrecked on a lonely island in the midst of a vast ocean, they learned how trivial and how absurd were their class and racial differences in contrast with their desperate need to survive and to co-operate. We require the type of "exciting education," which will not suffer from lack of motivation, poor discipline or sloppy scholarship.

Man lives today in an age fraught with the greatest peril he has ever encountered. At the same time, he lives in a period of such great discovery and scientific advance that he is capable of producing a way of life for more abundant and humanly creative than any he had hitherto imagined. In such an age time-honoured curriculums, traditional teaching and learning practices become out-moded.

One of the primary aims of education should, therefore, be to develop and cement the virtues, the morals, the attitudes to life which give a society an ethos and a sense of common purpose. To educate for work is not enough. There has to be education for leisure too. To look forward intelligently, it is necessary to look backward.

In Rousseau's *Emile*, Emile's education has as its object to give him not knowledge but the taste and capacity for acquiring it. The method was to be that of personal discovery.

In the world of today, there is a tendency for the individual to value increased standards of

living and social prestige more than excellence, morality or creativity, the qualities most useful in society. Education must give a sense of perspective which takes in the broad horizon and the distant view.

Startling new discoveries bring prizes, distinctions and recognition. They bring new inventions and products for industry and, hence, wealth to the nation. Research is appreciated and the fruits of research are greatly valued. By contrast, teaching receives no such honours or acclaim. The teacher who devotes his life to his pupils tends to feel that he fades from the scene unsung, though his pupils may have appreciated his worth.

For the decades ahead, assuming that our society and others throughout the world will continue to change, we would argue that our present educational system must do more than provide students with a "mastery of organized, systematic and disciplined subject matter" if they are to be able to react in appropriate ways to the unique situations that they may face in the future, as citizens of a world community. We have to gear our educational system to produce large numbers of highly sophisticated and flexible problem solvers in the immediate future.

In the world of today, our capacity for technological innovation has outstripped our ability to produce the social innovations necessary to accommodate either our changing technology or our advancing technical skills.

Many devices have been created which may literally destroy civilization as we know it without creating at the same time any viable way of managing our political relationships with other societies or even of effectively controlling the use of the devices. We have created that which threatens our own existence. There is apparently a lag between our accommodation to the physical world and our control over the social environment. Schools have to prepare all members of the society to cope effectively with their environment, both

physical and social and to provide them with the skills necessary to participate with other citizens in solving the complex and rapidly changing problems facing communities, nations and the world. One of the purposes of education is to prepare the young person to find his way in the adult world—to help a young person to live as an individual, with a mind of his own. So great, powerful and pervading has become the influence of the mass media that it is very difficult for most of us to have a mind of our own. Schools have to promote critical thinking in the pupils they influence. Liberal education includes training in the use of language, in the handling of ideas, in recognizing relationships and in establishing values as touchstones by which questions of taste and morals are to be tested.

This demands the highest personal qualities in the teacher—worthiness of example, integrity of thought, humility in argument, clarity in expression, kindness of heart and genuine sympathy for the pupils he teaches. Moreover, the creation of an attitude of tolerance associated with the desire to understand and co-operate even with groups living under entirely different political systems is necessary. Educational processes must, therefore, be such that they exert the hundred per cent capacity of an individual rather than thirty per cent or less, as is the case very often.

So we are faced with new problems in the field of Teachers' Training. What is to be the essence of good teacher preparation? What is to be the central aim of teacher education in an increasingly industrial society? How are the training institutions to adapt their traditions to meet new practical needs? In these rapidly changing circumstances, professional competence, continuous adjustment to new, practical conditions and a spirit of dedication are most important.

The population explosion and the mobility of the population are to be considered by all planners

and educationists. Arrangements have to be made for continued study in colleges and universities. Herbert Spencer's strictures about English education in 1859 seem today as though they were contemporary criticisms. "Examinations being once passed, books are laid aside, the greater part of what has been acquired being unorganized, soon drops out of recollection. What remains is mostly inert. The art of applying knowledge not having been cultivated, there is but little power either of accurate observation or independent thinking." The rate of change is so fast that neither in terms of his vocation, nor in terms of his contribution to community life, will a citizen be able to keep abreast of events without continual learning and self-development.

In the words of Rabindranath Tagore, "A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge, but merely repeats his lessons to his students, can only lead their minds, he cannot quicken them. Truth not only must inform but also inspire. If the inspiration dies out and the information only accumulates, then truth loses its infinity. The greater part of our learning in schools has been waste, because for most of our teachers, their subjects are like dead specimens of once living things, with which they have a learned acquaintance but no communication of life and live."

As G.B. Jeffrey has said, "The work of a teacher will be judged by his colleagues and the learned world, crudely on the examination results of his students, more deeply, on the vitality of work for which he is responsible and by the most discerning, on the quality of the men and women who will carry through life the mark of having been his students."